

370.3
HAW

Hawaii EDUCATIONAL REVIEW

SEPTEMBER
1953

THE LIBRARY OF THE
NOV 2 1953
UNIVERSITY OF ILLINOIS

KOREAN SCHOOLS
STILL CARRY ON

THESE PARENTS
ENJOY HELPING

HOW IS C.E.P.
BEING USED?

USEFUL IDEA FOR
WEATHER STUDY



NEA photo

OUR AMAZING AMERICAN ECONOMY
DR. RALPH C. HOEBER

A University of Hawaii economist discusses

OUR AMAZING AMERICAN ECONOMY

especially for those of us who teach it.

Ralph C. Hoeber

The issue of communism has made teachers realize the need of knowing more about our economic system in order to help students understand and appreciate that part of our American heritage.

The impact of inflation and taxation on living standards has made us all realize anew that economics touches the purse and whatever touches the purse we had better try to understand.

In order to increase our understanding and appreciation, the Department of Public Instruction has offered during the past two years a series of seminars and workshops in economic education. The great interest displayed in these seminars and workshops has challenged the writer to prepare for teachers too busy to dig into heavy economics textbooks a brief, simple overview of our economic system. This overview will answer three questions:

1. What, in a nutshell, is economics all about?
2. How does our economy actually operate?
3. How successful has our American economy been in its operation?

I. What Is Economics All About?

Basic to the whole study of economics are man's wants and the means available for satisfying those wants.

Many things could be said about our wants, but the most fundamental thought is: Our wants are without limit. We've all said: "I wish we could afford a better house." "I wish I could take a trip." "I wish my income were larger."

Yet the means for satisfying these wants are strictly limited. The reason is, of course, that both natural and human resources are limited.

True, because of improved education, more machinery, and better business know-how, the nation's output has been increasing tremendously; yet there is no prospect of increasing the output enough to satisfy all wants.

In attempting to satisfy his wants, man creates an economic system. The system involves four operations:

1. *Production*, or the creation of commodities and services that satisfy wants. Production is accomplished by bringing natural resources (usually called "land" by economists), labor, capital, and business enterprisers into a working relationship.

2. *Exchange*, or the swapping of what a person produces for what he needs.

3. *Distribution*, or the division of the income of society among the members of that society.

4. *Consumption*, or the final use of the goods by individuals and groups.

With the use of these words, we can phrase an acceptable definition of economics:

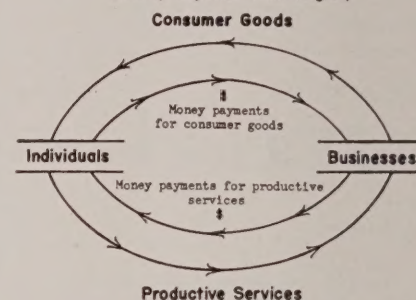
"Economics is the study of the production, exchange, distribution, and consumption of the limited goods available for satisfying man's limitless wants."

II. How Does Our Economy Operate?

Before we can understand how our economy works, we have to find out what the functions of any economy are. These functions are:

1. Deciding what goods will be produced from the scarce resources available and the quantity of each.
2. Solving the problem of how these goods can be produced by bringing natural resources, labor, capital, and business enterprisers into productive units.
3. Finding an acceptable way of

Figure 1. Circular Flow of Economic Activity (Greatly simplified basic diagram)



distributing the goods so produced by society among the members of that society.

Different societies reach decisions on these three matters in widely different ways. In a communistic economy, for example, they are made by a dictator and enforced upon producers and consumers. In a socialistic economy, production decisions are made by voters at the polls. In our private- or free-enterprise economy, they are made in the first instance by our thousands of business enterprisers, but ultimately by our millions of consumers. Each dollar spent by a consumer is a vote as to the type of commodity or service he wants produced.

Not only is the consumer's dollar a vote on production; it is part of the means by which such production can be carried on. The process can best be illustrated by means of a diagram showing the circular flow of economic activity (Figure 1).

Because this diagram represents a circular flow, we can begin our analysis at any point. Let us begin with individuals, and consider them first as producers. Individuals as producers are either landowners, laborers, capitalists, or business enterprisers. We could by separate lines show the services of each; instead, we collectively show all four of these services by a single line labeled "productive services"—the bottom line. The arrows on this line indicate productive services as going from left to right.

In exchange for these services, individuals receive money payment.

The money payments which individuals receive for productive services are then returned to businesses in exchange for the products of business.

Thus we see that there are two concentric circles flowing in opposite directions: a flow of money payments shown here in a clockwise direction and a flow of productive services and goods in a counter-clockwise direction.

Figure 1 is a basic diagram which can be considerably elaborated. In it businesses are shown as producing only consumer goods. Yet we know that some business firms manufacture producer goods. Figure 2 shows both types of business firms.

If it wouldn't complicate this diagram too much, we could sketch in an area for government, and connect this area with flow lines back and forth between government, individuals, consumer goods firms, and producer goods firms. Such lines would be most serviceable, because then the difference between gross national product (GNP) and national income (NI)—two of the most important concepts in economics—would become clear. In fact, the two concepts are derived from just such a diagram as we should then have.

Gross national product is the total output of a nation's economy during a year, valued at market prices. It is the upper part of these diagrams. From the gross national product two streams are diverted: one to replace the machinery used up each year; a second to the government in the form of indirect taxes. What is left to flow in the bottom part of the diagram in the form of rent, wages, interest, and profits is the national income.

These two quantities for 1951 are shown in the columns or bars in the third diagram (Figure 3). The left column is gross national product, and for 1951 the amount was \$329.2 billion; the right column is national

(Continued on Page 16)

Figure 2. Circular Flow of Economic Activity
(An elaboration of the basic diagram in Figure 1)

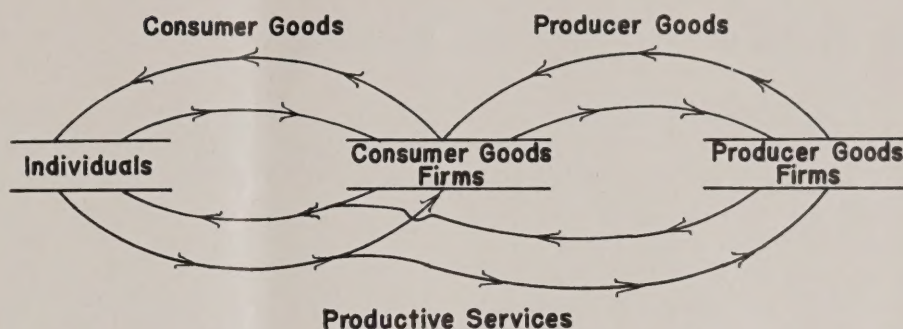
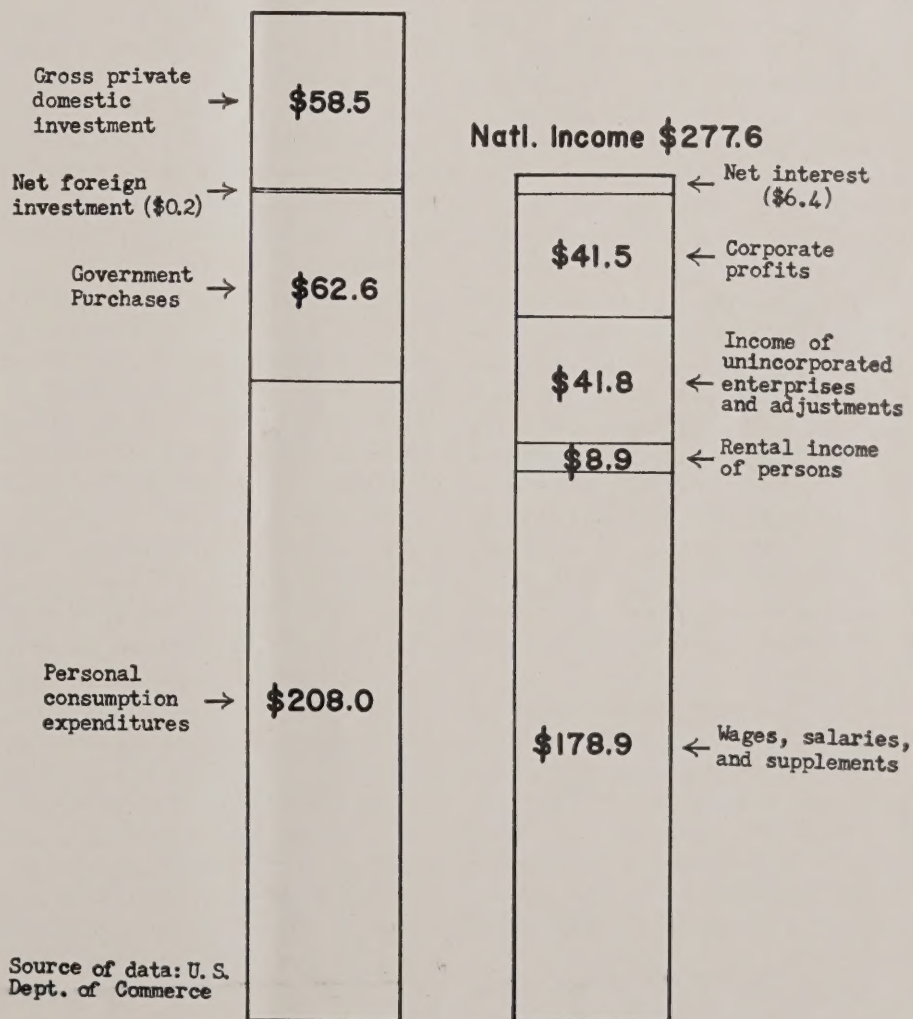


Figure 3

GROSS NATIONAL PRODUCT AND NATIONAL INCOME, 1951
(In Billions of Dollars)
Gro. Natl. Product \$329.2



In tents, in caves, in shellholes

KOREAN SCHOOLS STILL LIVE

and keep alive the light of freedom.

By Choong Chung Oh

I should like to tell you something about the educational system now found in Korea. Before the first year of the war was over, more than one-half of all the schools in South Korea were destroyed. Almost the entire stock of school materials—textbooks, reference books and other supplies—was destroyed or looted in the early fighting. According to General Van Fleet, this affected almost the whole of the country, with the exception of the southeastern tip of land.

In addition to a shortage of equipment, there was a tremendous shortage of teachers at all levels. During the first year of the war, the number of elementary school teachers dropped from fifty-two thousand to about thirty thousand. In the high schools, the drop was from thirteen thousand to ten thousand, and in the colleges from about twenty-five hundred to less than one thousand.

This meant that the teaching staff throughout Korea was depleted from 38 to 55 percent, depending upon the level of education involved. Incidentally, the Communists made special objectives of certain professors who were known to teach democratic ideas to their students. Many of these men escaped the toils of the Reds, but others were seized, and never heard from again. They are regarded as patriots as surely as any military hero.

Another serious consideration of the present-day involves the practical question of making a living. Just how does the average teacher manage to make out? The salary of most teachers is between ten and twenty American dollars per month, supplemented by 12 quarts of rice from the government.

Despite all handicaps, our presi-

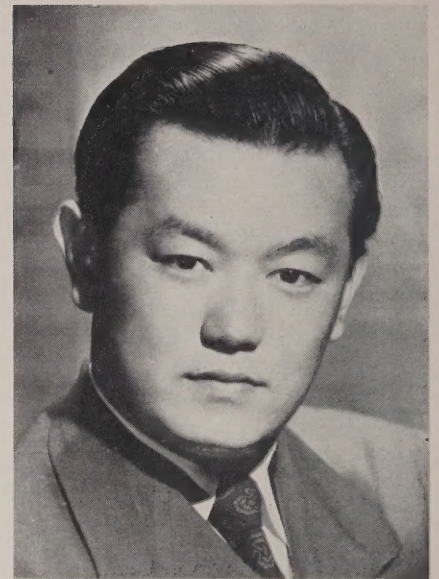
dent, Dr. Syngman Rhee, resolved that education should continue and be improved, if possible. "You cannot keep children from growing," he said. Thus, classes began to meet under trees, on beaches, even in old shell holes. After several hours of instruction teachers and children often set to work to make mud bricks for new buildings.

Another system which has been tried and proven has been that of setting up school units, which are similar to the consolidated school districts of the rural areas in the United States. However, no school buses call for the children. They must walk to and from their classes, which often means they cover miles to get a day's schooling. When you think of the wear on shoe leather, you can appreciate the gratitude experienced at finding shoes included in relief goods. Needless to add, there are no problems of discipline in these schools.

The Seoul Public High School, formerly the best in all Korea, now meets on a steep hillside overlooking Pusan Harbor. Classes meet out-of-doors with a few tents to shelter chairs, blackboards and other simple equipment when it rains. The curriculum is very practical.

The students learn from life. They discuss the airplanes roaring overhead and the ships in the harbor for their lessons in physics and mechanics. They learn principles of marketing from the Pusan shops, and they learn something about sociology from the U. N. soldiery pouring into the country through Pusan.

The significance of freedom is emphasized in the schooling of the children. It is best taught as a way of life, a way of conducting classes, a way of conduct in any level of society. We believe this attitude is of



Mr. Choong Chung Oh, Vice Consul for the Republic of Korea.

the utmost importance in preserving our independence in the future.

Another consideration which is stressed is the role of Korea in world affairs. Although Korea was known long ago as "the hermit kingdom," the presence of the UN forces and of UNKRA in their midst have given this generation of Korean children an international viewpoint more realistic and penetrating than any similar group has ever possessed. The lack of books should not be accepted as an absolute handicap in view of such resources as these.

Just what is taught in our high schools? A large part of the curriculum consists of languages. From the first year, English is studied for nine hours a week, and this continues throughout the three-year course. German is taught for four hours a week to juniors and seniors. Several hundred Chinese characters must be mastered by all students, and other languages would be taught except for the shortage of teachers. As you would naturally expect, the Korean language and literature are emphasized throughout all school levels.

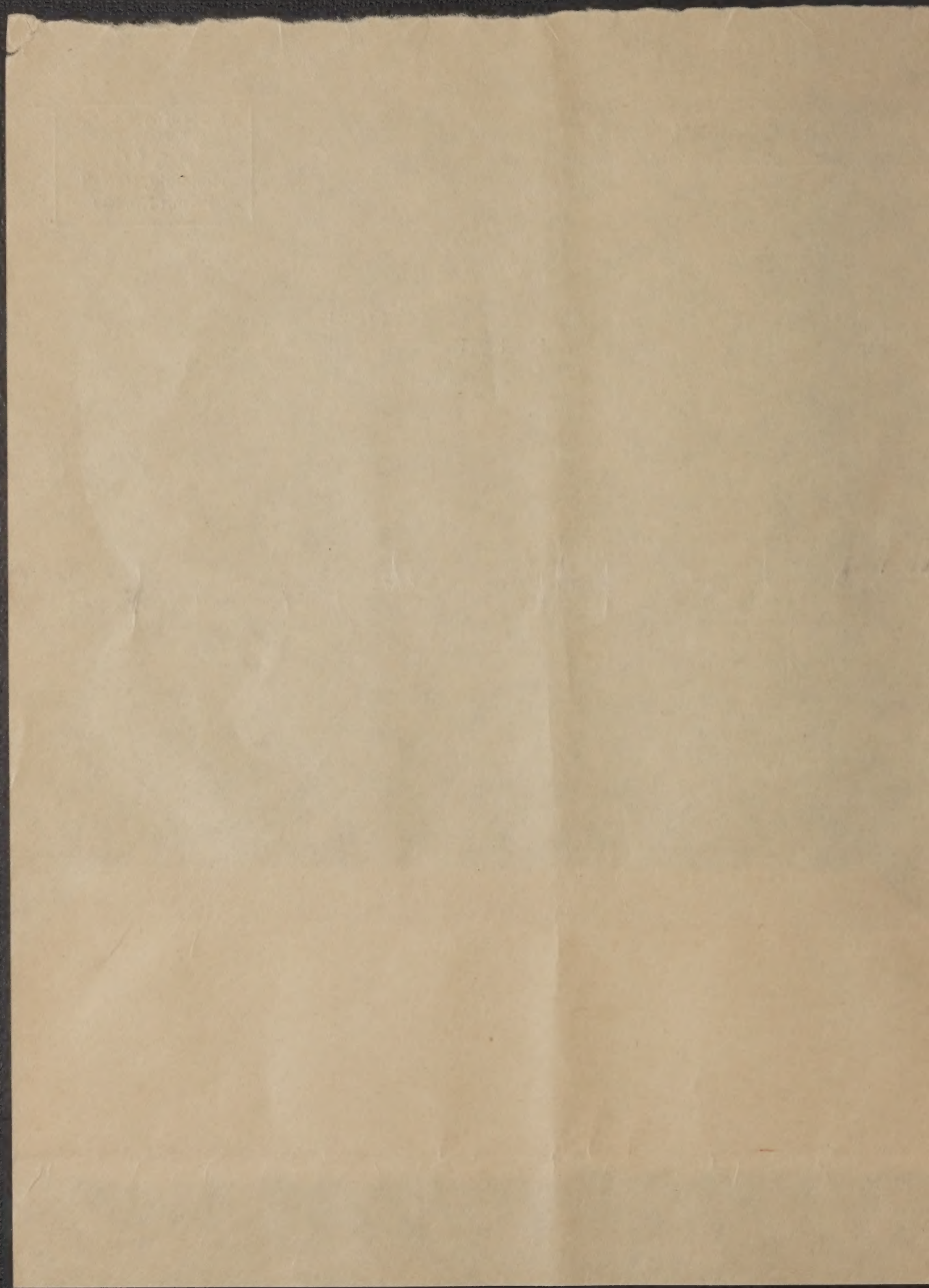
I need not tell you that the quality of the schools is not uniform. The above curriculum is not found in all the high schools, but only in the most fortunate. Too many Korean children must roam the streets, though I

DEPARTMENT OF PUBLIC INSTRUCTION
HAWAII EDUCATIONAL REVIEW
P. O. Box 2360, Honolulu 4, Hawaii

Sec. 34.65 (e) , P.L.&R.
U. S. POSTAGE

PAID
Honolulu, Hawaii
Permit No. 300

UNIVERSITY OF ILLINOIS LIBRARY,
URBANA, ILLINOIS



am sure that you would agree with most observers that what has been accomplished seems beyond the realm of possibility.

Now, perhaps you are wondering what Korea has in mind for the post-war period of reconstruction. Our plans may be enumerated as follows:

First, physical rehabilitation — the restoration of buildings, equipment and teaching material.

Second, the reform of the content of education. By this, I mean the setting of new curricula and textbooks, because of the changed conditions of our life.

Third, the rehabilitation of teaching personnel, for we must train more teachers.

Fourth, the reform of fundamental education, which means education aiming at the improvement of village life.

Fifth, recognition of the autonomy of education. We have recently organized school districts and school boards, and we should like to make these agencies more effective in providing democratic education.

Even before this plan gets underway, we hope to have a wonderful new university constructed in Inchon, near Seoul. The name of this institution is to be In-Ha. The first syllable of the name refers to Inchon, the port from which most immigrants left for Hawaii about 1903, and the second syllable, "Ha," refers to Hawaii, the destination of these immigrants.

This university will be an institution where technological subjects will be taught. We are fortunate to have more than \$140,000 available for the beginning of this new school. The source of this money is in Hawaii, rising out of the sale of lands once owned by the Korean Christian Institute, founded many years ago by President Rhee.

I am sure that each of you realizes our good fortune in having an intrepid man of experience, a true scholar, as our president. President Rhee holds a Ph.D. from Princeton University, but I feel that it is from living to the full in opposition to

(Continued on Page 18)

SCHOOL RADIO PROGRAM HAS PROVED WORTHWHILE

say those who have
tried it in Rural Oahu

Joseph Dostal

Of what value, if any, is a public school radio program? Is it worthwhile from the listener's point of view? Do the children benefit from participation? Does it tell people of the community what they want to know, and should know, about their schools? To be specific, let us apply these questions to Your Rural Schools Speak, the weekly program sponsored by Honolulu Dairymen's and produced by the rural schools of Oahu. Judging by the general reaction to these programs, the answer is "Yes." Perhaps schools in other areas might be interested in the story of Your Rural Schools Speak.

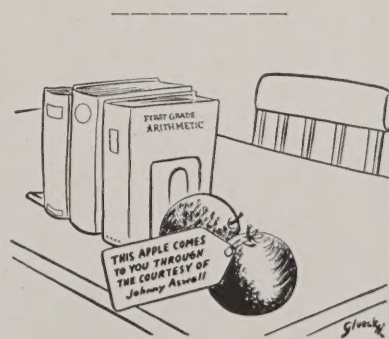
It all started about four years ago and with the wholehearted cooperation of Station KAHU, has been moving along ever since. Practically every school in Rural Oahu takes its turn on a Friday of its choice. The programs are transmitted at 1:30 and in a rebroadcast at 4:15 the same afternoon. If the school happens to be a long distance from the station, a technician comes to the school and spends as much time as may be needed in obtaining a good transcription. If the school is nearby, pupils and teachers are welcome and have the privilege of performing right at the station. Either experience is often an educationally good one for pupils and teachers.

The chief aim of the programs has been to keep the public informed as to some of the educational activities in Rural Oahu schools and at the same time to stimulate greater interest in such important areas as speech, music, dramatics, and forensics. Past year's plans included a positive approach to some of the activi-

ties and helpful information about different schools. Our special interest for the year has been music.

Some of the programs prepared for the broadcasts were fine examples of musical talent and effort. If at times some of the listeners were slightly disappointed, they should always be aware of the probability that the educational outcomes were perhaps greater in those offerings than they were in some where the "listening appeal" was higher. On the other hand, those whose offerings showed an impressive quality of musical achievement have provided standards which others may desire to emulate.

The Public Relations Committee of the Rural Oahu Principals' Club is satisfied and will consider its efforts not in vain if there is even a slight stimulus toward greater interest in more music in the schools. Even greater satisfaction will be felt if there is increased interest in other school activities. Several favorable comments have been brought to the attention of the radio station and the members of the Committee. These definitely indicate that our general aim has been at least partially realized and that because of the broadcasts, more people of Oahu are more fully acquainted with what Rural Oahu schools and their children are doing.



Reprinted by permission of Printers' Ink
and Robert Gluckstein

PARENTS, A RICH RESOURCE, AVAILABLE FOR YOUR CLASSROOM

University of Hawaii photo

and very willing to help,
if invited!

Lorraine Fitzsimmons

In Honolulu, as in every community, there is a rich but often largely untapped supply of human resources. Like Kerby Elementary School in Grosse Pointe,¹ Michigan, the University of Hawaii Elementary School developed a plan for utilizing these resources in our work. "When individuals from the community bring their specialized knowledge into the classroom, a richer learning experience results for the children."²

For several years our staff had felt that the parents of its children had much to contribute to the school curriculum. We felt that the school was not using this resource as much as it might. Since we did not know who had some particular hobby, leisure-time activity or occupational experience he might enjoy sharing with a class or small group of children, we failed to call upon many of our parents. However, some had already helped us by talking to the children about their trips and hobbies, while others had led discussions on topics of interest in various groups and classes.

Our major problem was to discover the nature of the human resources in our parent group. A committee designed a card and presented it to the rest of the faculty for constructive criticism. After much study and revision, the card was ready for use and was circulated among the parents. Regular size file cards were used, with space for name, address, telephone number, a list of subjects from architecture to writing, and on the back, space for the parent to indicate subjects and times available.

In the letter which accompanied the card, we explained our plan and



Mrs. Herbert Walther, mother of Stevie, reads and translates a story written in German to a group of eight-year-olds.

asked parents to join us in the project.

When the cards were returned, they were organized and filed in the school library. In Part I cards with subject heading were organized according to interests, hobbies, occupational activities and abilities. Parents' names were listed under each item. In Part II cards were filed alphabetically according to parents' last names.

More than one-half of our families volunteered to contribute. The help offered covers almost every phase of the curriculum, from science and nature study to art, music and handicrafts. Listed on our cards are such topics as coins, Chinese and Japanese cooking, hula dancing, architecture and sewing. Units of study should be more exciting than ever before. We have found that parents really like

to come to the school to participate in our work.

While we have not attempted an objective evaluation of this part of our program, we are certain that we are opening new avenues to better school-community relations and that the teaching-learning process is becoming more interesting and meaningful. Just as the Grosse-Pointe teachers said, "We do not claim that this is the final answer to the problem of curriculum improvement or to the problem of building strong public relations." We feel, however, that it is a step in the right direction—a step that should pay dividends at the University Elementary School.

¹ National Education Association Journal, October 1952, "The Butcher, the Baker, the Candlestick Maker," pp. 397-8.

² Op. cit. p. 397.



READERS WRITE

Please sign all letters. Names will be withheld if requested. Limit letters to two hundred words or (preferably) less. Deadline, 40 days before date of issue.

Mt. Vernon, New York
July 8, 1953

Hawaii Educational Review
Honolulu, Hawaii
Dear Editor:

The school year would not be complete, without extending to you deep thanks for the Hawaii Educational Review, which you have mailed to me while I have been on exchange this year.

It is very thoughtful of you to do this, keeps one informed of activities at home, and too, makes one feel that one is not completely forgotten while away.

Thanks again,
Mary Bloder
Washington Jr. High School
Mt. Vernon, New York

It was a pleasure, Miss Bloder. We try to send magazines to all our teachers on exchange, and it's nice to know they appreciate it.

Winona Senior High School
Vocational Education Department
Winona, Minnesota
July 7, 1953

Mrs. Nell B. Elder, Editor
Hawaii Educational Review
Dear Mrs. Elder:

The June, 1953 issue of the Hawaii Educational Review recently reached my desk. You educators of Hawaii certainly deserve a great deal of credit for the high caliber of your magazine.

I was particularly interested in two articles in the June issue, Hints To Job Seekers, and The High School Graduate and Trade Unions. Would there be any objections to

History from HER Files

Sept. 1913 "Notice to Teachers. Do you read the *Review* regularly? Do you find it of service to you, professionally and in the development of your work? Do you have ideas and methods that you have not seen in print, and that would be of interest to others? The Department of Public Instruction will be pleased to receive any such material from you, suitable for publication in the *Review*." (Well, things haven't changed much in forty years. The invitation is still good. ED.)

Sept. 1923 "Thomas H. Gibson, former deputy superintendent of public instruction, retired June 30 after service of almost 40 years . . . When Mr. Gibson arrived here there were no more than 50 English schools in Hawaii, the others were conducted in Hawaiian." (Mr. Gibson was the first editor, along with Vaughan MacCaughey, of the *Review*. ED.)

Sept. 1933 "I give it to you as my deliberate opinion that the last place to put devitalizing economy into effect is in our schools." Hon. Harold L. Ickes, Secretary of the Interior, in an article titled, What Are We Going To Do About Our Schools?

Sept. 1943 Robert Clopton, chairman of the HEA Public Relations Committee, reports that the 1942-43 membership totalled 22,663 classroom teachers and administrators — an all-time record.

reproducing these articles for the use of students in our vocational school here?

I must say that you people of Hawaii certainly are far ahead of people on the mainland in your educational thinking.

Very truly yours,

John H. Fuhlbruegge
Director of
Vocational Education

We are delighted to hear that our June Opportunity Number made a good impression so far from home. Permission gladly granted, Mr. Fulbruegge.



SPECIAL DATES IN SEPTEMBER

Sept. 1 School Begins
Sept. 7 Labor Day
Sept. 17 Constitution Day
Sept. 22 First Day of Autumn
Sept. 30 to
Oct. 7 Religious Education Week

CONTESTS ANNOUNCED FOR TEACHERS, STUDENTS

Scholastic Teacher magazine again announces its Travel Story Awards, an annual contest open to teachers, librarians and school administrators. Accounts of vacation trips and travel adventures submitted should be from 700 to 1000 words in length. Photographs are welcome but do not count for prizes. Stories will be judged for writing skill, travel interest and special value for educators. Manuscripts must be typed, double spaced.

Cash awards are \$300 and \$150. Third prize is a S.V.E. School Master combination filmstrip and slide projector, slide changer and case. Additional prizes will be announced in the Fall issues of *Scholastic Teacher*, and the magazine will publish award-winning articles.

Deadline for submissions is December 31, 1953. Send articles to Travel
(Continued on Page 27)

CEP Comes to Hawaii

and helps teachers and students
to put new life in old subjects

Daniel Noda
and
Cecil K. Dotts

Juniors in Isami Kurasaki's classes at Kauai High School were studying political parties. At first things were pretty dull. Then the study was brought to life by the formation of opposing political parties in two of the classes. A local political leader was brought in to speak on party machinery. Party officers were elected, committees were set up, and the project began to click.

During the campaign which preceded the election of student body officers, the party organizations in the two classes held caucuses to set up platforms, conducted lunch-hour rallies, made announcements over the public address system, wrote newspaper articles, and worked actively in other ways to get their candidates elected. For awhile, they *lived* politics. They learned about political parties and their functions by actual experience in practicing citizenship and about the duties and responsibilities of citizens in making democracy work. Also, they gained valuable information and practice in parliamentary procedure and improved their skills in written and oral communication.

This project is an example of the Citizenship Education Project in actual operation in one of the schools in the Territory. The activity is by no means unique, but it points to the fact that by attending the CEP workshop this teacher was helped to become sensitive to the many opportunities available in the classroom for making citizenship education more real and meaningful.

The Department of Public Instruction considers developing good citizens the primary function of the schools. It is constantly searching for better ways of carrying out this responsibility. Because CEP showed much promise, steps were taken last

year to bring to Hawaii a team of four consultants to explain what it is. The Carnegie Corporation has granted approximately \$1,500,000 for the promotion of CEP on the mainland. Because the Carnegie grant is limited to the 48 mainland states, the McNerny Foundation gave financial assistance in bringing the team of experts to Hawaii. Sixty-three teachers representing most of the private and public high schools and some of the junior high schools met with the consultants from March 10 to 14.

The Citizenship Education Project's primary objective is to help teachers improve citizenship education. It is a service project, not a research project. It suggests practical ways for students to practice citizenship through actual experience. These suggestions are examples of the best ways to teach citizenship which CEP obtained from teachers throughout the country.

In essence, CEP centers around the three basic planning tools: (1) the premises, (2) the materials card file, and (3) the laboratory practices. The premises, which have their roots in the Declaration of Independence, the Constitution and Bill of Rights, and the Supreme Court decisions, constitute the fundamental values of democracy and serve as the guiding light of CEP. The suggested practices highlight these premises, and the growth of the attitudes consistent with democratic ideals are consciously promoted. Knowledge, so essential to effective citizenship, is highly respected, and the materials card file helps teachers locate quickly a wide variety of instructional materials such as books, magazine and newspaper articles, pamphlets, moving pictures, filmstrips, and exhibits which give learning more meaning. Finally, the laboratory practices, which emphasize action and which use the school and community as a

laboratory for citizenship training, are activities which provide students with actual experience in some phase of citizenship. Thus, CEP gives important emphasis to all three indispensable areas connected with intelligent citizenship—attitudes, knowledge, and skills.

Perhaps one of the most significant accomplishments of the CEP workshop was the manner in which the program was introduced in Hawaii. Not only were teachers involved in planning and implementing citizenship education, but principals and district and central office personnel were included. Steps to bring in the community in implementing this program were taken through meetings with community leaders, thus giving this project a broad base. Teachers who attended the workshop were free to judge the value of the program, and each school was left to decide for itself whether or not it wished to become a collaborating school.

Because of the unanimous feeling of the workshopers that it seemed to be grounded in a sound point of view, because it offered specific and improved ways of teaching citizenship, and because it could be easily adapted to the existing school program without effecting a major curriculum change, there was a unanimous acceptance of the program. Teachers, though somewhat confused, were inspired. They saw in this method numerous possibilities for developing citizenship, hence they left the workshop with the feeling that further exploration and continuous study of CEP would yield rich dividends.

It is difficult at this time to determine to what extent this program has been implemented in the schools. There is, however, one note of assurance that it is receiving consideration. CEP teachers on all the islands have requested follow-up sessions, the significance here being that the initiative for a meeting came from the teachers themselves, who expressed the desire to carry out the program on a larger scale beginning in September.



Photo, courtesy Sunao Miyabara

Every teacher should, and a few do, inspire the devotion which brought these kindergarteners and their parents to the airport one evening in June to bid aloha to their beloved first teacher, Miss Marion Nordberg as she left for Ohio university and a year of graduate work. Miss Nordberg, whose home is Chicago, has spent four years teaching in Hawaii, and expects to return after her year of study.

Since its inception a little over three years ago, CEP has spread to 475 school systems in 42 mainland states. It has the enthusiastic endorsement of President Dwight D. Eisenhower, who was President of Columbia University when this project originated there. Its widespread acceptance is evidence that many schools find value in the project. What about the look ahead for CEP in the Territory?

The Department of Public Instruction and the collaborating schools are convinced that this program has much to offer, and there is every reason to believe that plans will be made in September to implement it further. Local CEP representatives are planning to work with collaborating schools, and if funds are available, help from Columbia might again be secured. There is a general feeling on the part of the collaborating schools that this program will receive wider acceptance from more schools and that it will move forward as a solid front this year. It offers educators a challenge never before made in the area of citizenship education.

GREAT WORDS OF GREAT AMERICANS

"It was in making education not only common to all, but in some sense compulsory to all, that the destiny of the free republic of America was settled."—James Russell Lowell.

 "Who is educated? The person who thinks and the person who cares. Humaneness without the guidance of rigorous thought may turn into inert or ambiguous sentimentality. Thinking without caring may become brutal, tough expediency. Men of worth and dignity have a heart and a head that are working together."

 —Edgar Dale.

"The problem we face in education is how to produce informed individuals capable of leadership; how to produce people who can think independently, and whose thinking is based on sound knowledge. Students cannot be regarded as mere receptacles for information."

 —Robert M. Hutchins.

HAWAII TEACHERS GRANTED FELLOWSHIPS FOR 1953-54

First recipient of the Wist Memorial Fellowship, established in memory of the late Dean Benjamin O. Wist of Teachers College, University of Hawaii, is Yoshiaki Eto, principal of Kipapa Elementary School. Mr. Eto will receive \$1,000 for graduate study. He plans to work toward his Master's Degree in Elementary Education at Teachers College, Columbia University.

Two Hawaii public school teachers, Miss Vivian H. T. Tom of Maui High School and Erwin L. S. Wong of Central Intermediate, Honolulu, have been selected as recipients of academic fellowships for the 1953-54 school year by The Fund for the Advancement of Education.

Nearly three hundred of these grants were made this year, to teachers in all states, territories and possessions, it was announced by Clarence H. Faust, president. The grants, aggregating about one and one-half million dollars, are designed to enable recipients to forego all regular teaching duties for a full year, and to pursue self-designed programs to deepen their liberal education, improve their teaching and increase their effectiveness as members of their school systems and communities.

Miss Tom plans to spend the year travelling on the mainland, visiting schools in various localities, while Mr. Wong will attend Teachers College, Columbia University.

Miss Alma Mililani Kaiama, teacher of English and speech therapy at Lahainaluna, will study in England during the current year on a grant from the Rotary Fellowship Foundation. About one hundred fifty grants were made this year by the Foundation, and candidates included teachers from every free country in the world. Miss Kaiama will specialize in speech therapy.

 "That there should one man die ignorant who had capacity for knowledge, this I call tragedy."

 —Thomas Carlyle.

ARE BRIGHT STUDENTS BEING NEGLECTED?

Erma Logan-Smith

In the January 1953 issue of this magazine, Miss Frances E. Davis of the University of Hawaii faculty presented an article based on the results of a five-year study of mathematics grades earned by freshman students. Among her conclusions, Miss Davis says, "the logical conclusion is that the very marked differences between the individual school averages is largely due to the quality of instruction."

This seems a very reasonable deduction, and with it most math teachers will probably agree. From our experience in the mathematics department at McKinley High School, another conclusion seems to emerge—that we may be neglecting our brighter students.

From a two-year study of incoming sophomore students at McKinley, we have the following figures. The I.Q. figures were taken from the California Mental Maturity Tests given in the intermediate schools. Math scores are on the Iowa Arithmetic Tests, Form O, or the Public School Achievement Tests in Arithmetic Reasoning. These two tests have been correlated at McKinley, and were found to have such a high degree of correlation that the scores may be considered interchangeable.

I.Q.	Grade Level in Math			
C.M.M.	Gr. 9 up	8.0-8.9	7.0-7.9	6.0 down
1950 - 51				
110 up	38.6%	42.6%	11.4%	7.4%
100-109	15.9%	35.4%	31.0%	17.7%
90-99	.6%	25.6%	37.2%	36.6%
1951 - 52				
110 up	40.7%	37.6%	14.0%	7.7%
100-109	19.6%	30.0%	27.0%	23.4%
90-99	3.1%	13.8%	32.4%	50.7%

The percentage for 1951-52 of students up to grade level is a little higher than for 1950-51, which is encouraging, and indicates that the study should be continued. However, only about 40% of the students with I.Q.'s above 110 are up to the correct grade level in mathematics, and only about 20% of those with I.Q.'s of 100-109 reach the correct grade level.



Introducing...

THE NEW SECRETARY

She is Martha Martin, a real kamaaina and a veteran of 14 years' service with the Department of Public Instruction. Mrs. Martin was born on the Big Island, at Papaikou, and is a graduate of Hilo High School.

She began her service as a school secretary, serving at Honomu, Haahoe and Waiakeawaina before coming to Oahu in 1942. That year she joined the Vocational Division of the DPI, and worked with Mr. W. W. Beers, at that time Vocational Director. Since 1947 she has been administrative secretary in the Vocational Division, under Deputy Superintendent William H. Coulter.

In private life, she is the wife of Anthony Martin, and the mother of two teenagers, Carol, sixteen, and Marvin, fourteen. When asked about her hobbies, she mentioned bowling, and said she also enjoys going to church, usually at St. Augustine's.

In her new position, Mrs. Martin will act in two capacities: as personal secretary to the Superintendent, Mr. Clayton Chamberlin, and as secretary to the Board of Commissioners.

This, it seems reasonable to conclude, is too low a percentage, and leads logically to the question, "Are we neglecting our brighter pupils?" If so, what should we do about it?

Phys Ed Exchange

Line Marking Short Cut

Heavy dew and rain often make it necessary to line fields quite often. This is a big job and may be expensive. Lines may be marked once and made to last several months as follows: take a line marker, fill it with a strong solution of weed killer and set the machine for the finest line possible. Mark on field. The weed killer turns the grass where marked very brown and the markings show up sharply and last several months.

—Scholastic Coach,
January 1953, p. 53.

Checking Valuables

The elimination of petty thievery in locker rooms is always a big job. One plan is to provide each boy with a heavy manila envelope 5" x 7" at the beginning of each semester. The student prints his name on the envelope and at the beginning of each period puts all his personal valuables in the envelope and places it in care of the instructor. At the close of the period, the student calls at the office door and is handed his belongings. Whenever a boy loses his envelope he may replace it by paying 5¢ for a new one. The nickels accumulated during the course of the year just about pay for the complete service.

—Scholastic Coach,
January 1953, p. 20.

Physical Education Display

There is need for better understanding of school physical education among students as well as faculty. Each physical educator has a responsibility in this area. One method is the physical education display in the centrally located display cases of a school as was done recently by Florence Wickland and Frank Minato of McKinley High School. Let people know what you are doing!

In spite of what Mark Twain said,

WE DID SOMETHING ABOUT IT

Says Science Teacher

Robert L. Whitt

To Mark Twain's observation that "everybody talks about the weather but nobody does anything about it" we can answer that we have tried to do something about it. Though my class of children from the homes of low income migrant workers hasn't changed the march of the elements, we are at least on speaking terms with the weather. And we have found an activity project which is inexpensive, holds pupil interest, and makes learning more effective.

On a very rainy afternoon the children started asking questions about the weather. We made three lists: "Things we want to know," "Things we think we know," and "Things we know." Here is a partial sampling from our lists:

Things We Want to Know About the Weather

What makes weather?

Where does weather come from?

What makes rain, snow, hail, thunder and lightning?

What are clouds?

Things We Think We Know About the Weather

Items in this list remained here only a short time. Someone would find enough evidence to move them to the next list or to discard them.

Things We Know About the Weather

Weather is not always the same.

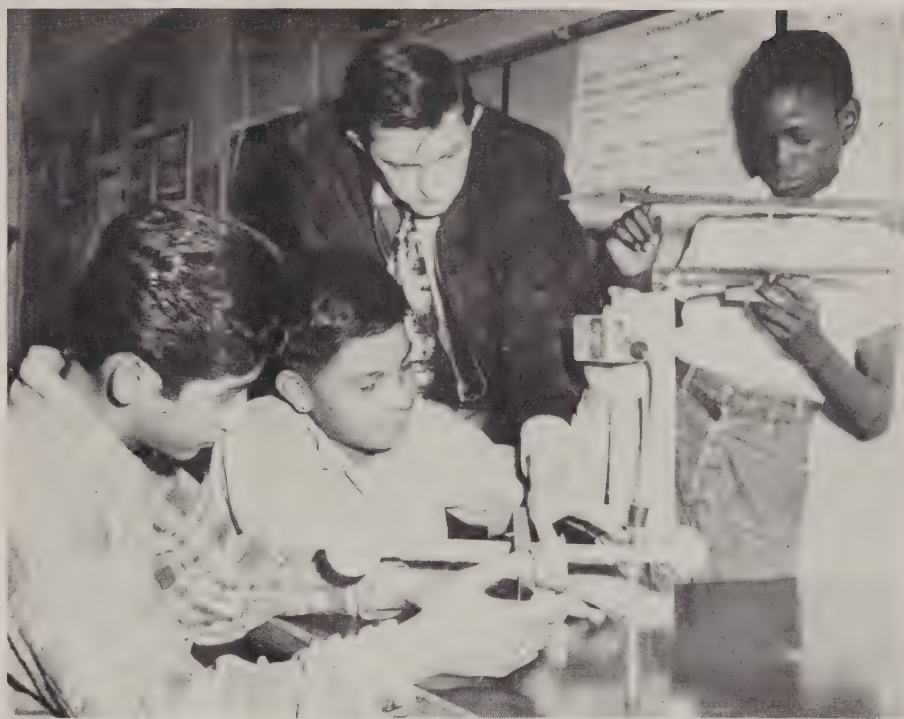
Weather is present all the time.

Weather can do a great deal of damage.

Weather is useful.

By keeping our lists up to date as our unit progressed, we were able to answer many questions, solve many problems. The children also became careful about saying a statement was true or false without considerable evidence.

Research teams of three students



Facts about the weather are more easily understood when students make and use their own instruments with the help of the Weather Kit.—Photo Courtesy Stockton Unified School District, Calif.

each accepted the responsibility of looking up evidence and reporting to the whole class. I made certain that each team had at least one good reader.

From one of these reports the words *forecast* and *forecaster* caused a great deal of interest. The idea of a weather station of their own began to take shape. This was exactly what I wanted. I brought out the materials of a model weather station kit and explained why we had them. The kit was developed by Jeff B. West, coordinator of audio-visual education and supervisor of elementary school science in the Stockton system. From the time the kit was revealed, "Weather All Around Us" became the talk of our school. Children from other classes became almost as interested as my own pupils. Here was something my boys and girls could build and understand.

The kit contained a teacher's man-

ual with many good suggestions for group activities, a chart that showed at a glance science textbooks with material on different aspects of the problem, an annotated bibliography of books for the teacher and for pupils, a rather complete annotated list of films and filmstrips on weather, and a comprehensive vocabulary list. There was also a pupil's handbook

(Continued on Page 22)

MODEL WEATHER STATION KIT

A Learn-by-doing Kit

With 20-Page Teachers' Manual

\$4.95 f.o.b. Berkeley, Calif.

Order from

MODELS OF INDUSTRY, INC.

c/o Geo. M. Hargrave

Punahou School, Honolulu 14, Hawaii

Phones: Bus. 9-0971, Res. 26-3371

ECONOMY

(Continued from Page 7)

income and the amount was \$277.6 billion.

Gross national product is calculated by adding together the *expenditures* of consumers; the expenditures of federal, state, and local governments; our net foreign investment; and the amount of capital goods created, part of which goes to replace the machinery worn out in producing the year's goods and the rest of which goes to increase our productive power. These various amounts in billions of dollars are shown on the column, and the height of each segment of the column is proportional to the amount.

National income is computed by adding together the *receipts* of the various factors of production — the wages, rents, interest, and profits received both by corporations and by unincorporated enterprises. All sums indicated on the column are before taxes. More than half of corporate profits, for example, went for taxes.

Although gross national product is calculated from one set of figures and national income from another, there is a definite relationship between the two totals. If on top of the national income column there would be added two segments drawn to scale, one to represent the depreciation which took place during the year (\$24.6 billion) and the other to represent indirect taxes (\$27.0 billion), the right and left columns would be of the same height. Thus, if the amounts for depreciation and indirect taxes are known, it is pos-

sible to convert national income to gross national product; and, conversely, to convert a given gross national product into the desired national income figure.

III. How Successful Has Our Economy Been?

There are numerous standards by which the success of an economy may be measured. Two of the most important are:

1. Has the increase in output exceeded the increase in population? If so, the wherewithal to increase the average standard of living exists.
2. Have all elements in our population shared fairly in this increased production?

In 1947 the Twentieth Century Fund published a monumental study called *America's Needs and Resources*. That study showed that from 1850 to 1940 our national income, expressed in dollars of the same purchasing power, increased 161½ times. During the same period, our working force increased less than 61½ times and the average work week decreased from 72 hours to 43 hours.¹ Obviously, our increase in output has outstripped our growth in population, and this increased production has been accompanied by an increase in leisure time.


Other studies confirm the great increase in our American output. A study of national income published in 1951 by the United States Department of Commerce concludes that from 1910 to 1950 the "growth in the volume of national output has been about three percent per year."²

Not even the tremendous increase in war goods since Korea has caused living standards to fall. According to the January 1953 report to the President by the Council of Economic Advisers, this increase has not resulted in curtailed production of consumers' durable goods and private construction³—areas in which decreases in consumer production first occur.

The first standard of a good economic system has been met; per capita output in the United States has increased tremendously, is increasing, and undoubtedly will continue to increase.

How about the second standard for measuring the success of an economy? Is the great growth in output being divided fairly? While we still have many individuals with incomes so low that they cannot live healthy, decent, normal lives, and while there is no doubt considerable unfairness in the way talents and labor are rewarded, still, we have made great progress in the right direction. On this point the conclusion of the

Modern Equipment—Efficiently Operated



HRT
Silver Fleet

**VITAL IN THE
COMMUNITY'S
WELFARE**

HONOLULU RAPID TRANSIT CO., LTD.

LIBERAL TRADE-IN!

NO LESS THAN

\$30.00 TRADE-IN

FOR YOUR OLD WASHER

(Regardless of Age or Condition)

TOWARDS YOUR PURCHASE OF
THE SENSATIONAL
100% FULLY AUTOMATIC

BENDIX ECONOMAT

"THE AGITATOR WASHER"

NO BOLT DOWN! NO VIBRATION!

only \$259.95 24 Mos.
To Pay

Kapiolani Furniture & Appliances

1440 Kapiolani Blvd.
3654 Waialae Ave.
29 S. King St.

Twentieth Century Fund survey is encouraging:

The whole tendency of our economic system is to bring up consumer units from lower income ranges into higher. Over the years, fewer families are left in the lower income brackets and more get enough money to live comfortably.⁴

Increased production and increased earnings for a greater number of people have helped to equip the average American home with the most modern conveniences and lift the average standard of living. The great improvement in living standards which has occurred during the past quarter century is evidenced by the following excerpt from the January 1953 report already mentioned:

In 1929, there were 23 million automobiles in use, and in 1952 there were 44 million. In the same span of time, the number of homes with a mechanical refrigerator increased from 10 to 80 percent. The number with radios increased from 40 to 96 percent, and 40 percent now have television sets. Compared with 10 percent in 1929, nearly 90 percent of all farms are electrified.⁵

Summary and Conclusion

Answers to the three questions raised at the beginning of this article may be summarized briefly as follows:

1. Economics is the study of the production, exchange, distribution, and consumption of the limited goods available for satisfying man's limitless wants.

2. In our American free-enterprise system, producers and consumers alike have freedom of choice. This freedom results in interdependence. Consumers can consume only that which is produced; business enterprises produce only that which they think they can sell to consumers and sell at a profit.

Economic activity can be likened to a circular flow—money going from consumers to business firms and back to consumers; commodities and services flowing in the opposite direction.

3. The American economic system can also be likened to a spiral. All available evidence indicates that over a period of many years we have had a generally rising rate of production which has far outstripped our population growth. The result is a standard of living which is the envy of the rest of the world—and the justification for the title of this article, "Our Amazing American Economy."

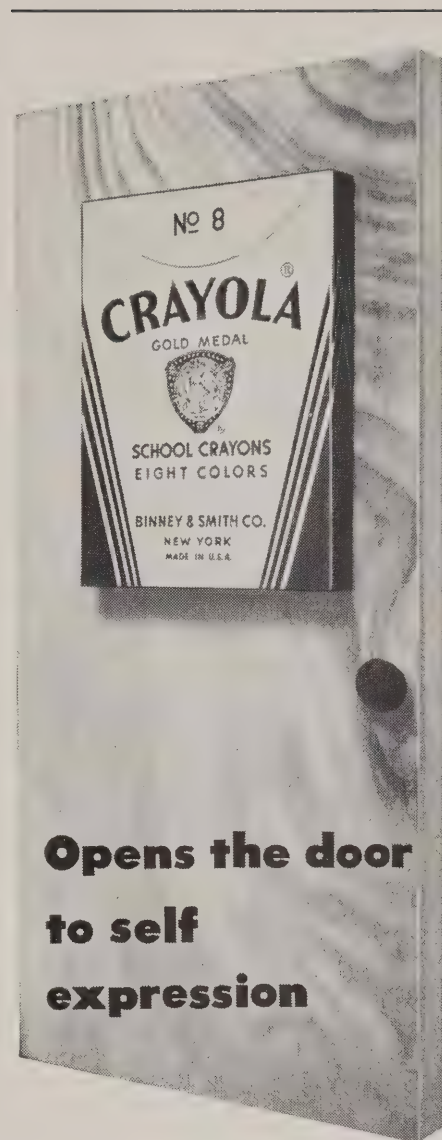
¹ Twentieth Century Fund. *U. S. A., Measure of a Nation, A Graphic Presentation of America's Needs and Resources*, A Twentieth Century Fund Survey. MacMillan, New York, 1949. Pages 1, 2. The average work week is now 40 hours (1953 economic report cited below, page 2).

² U. S. Department of Commerce, Office of Business Economics, National Income Division, *National Income and Product of the United States, 1929-1950* (1951 Edition). A Supplement to the Survey of Current Business. U. S. Government Printing Office, Washington, 1951. Page 15.

³ *The Economic Report of the President*, Transmitted to the Congress, January 14, 1953, Together With a Report to the President, *The Annual Economic Review*, by the Council of Economic Advisers. U. S. Government Printing Office, Washington, 1953. Pages 35, 37.

⁴ Op. cit., pages 17-18.

⁵ Op. cit., page 4.



**Opens the door
to self
expression**

CRAYOLA[®] CRAYON is basic equipment for all grades. For beginners it opens the door to self expression. For advanced students it is a genuine art medium, capable of producing serious and significant work.

BINNEY & SMITH CO.

41 E. 42nd St., New York 17, N.Y.
San Francisco: 5 Third Street
West Coast Factory: Los Angeles

Hawaiian Representative:

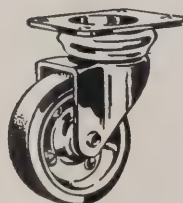
MAX BASKER & SONS
15 South Hotel St.
Honolulu, T. H.

Celebrating 50 Years of CRAYOLA[®] Leadership

Quiet Casters

CAFETERIA WHEELED EQUIPMENT

- Food carts
- Pie trucks
- Pot dollies
- Dish trucks
- Refuse can dollies
- Hand trucks



Use Our Expert Repair Service — Keep Your Kitchen Equipment Rolling

FOSTER EQUIPMENT CO., LTD.

729 Ahua St. • Phone 8-3915 • P.O. Box 2834

Available to Schools

Hawaii's SUGAR STORY on Film



3 FILM STRIPS

**Growing Sugar Cane
in Hawaii**
(Full-color)

**Milling Sugar Cane
in Hawaii**
and

**Refining Hawaiian
Cane Sugar**
(Black and white)

2 MOTION PICTURES

The Hawaiian Story
and
Hawaii-Paradise Plus

Illustrated Sugar Kit
(For Kindergarten)



other booklets and pamphlets
— write —

HAWAIIAN SUGAR PLANTERS' ASSOCIATION

P. O. Box 2450, Honolulu



It Seems to HER . . .

. . . that since, by the time you receive this issue, your 1952-'53 editor will be out of this office and back in the schoolroom, it might be appropriate to say a few words. So, if I may be allowed to discard the editorial "we" and speak in the first person, may I thank you all for making this the most interesting and enjoyable year in a lifetime of work in Hawaii's schools? As I return the *Review* to the capable hands of its regular editor, Mrs. Marion P. Goddard, I trust she will find it none the worse for my "pinch-hitting" while she was on leave. For my own part, the term as editor has been a liberal education, and I am sure that any work I do from now on will be better done because of the experience.

So many people have helped that it is hard to name them all. But to my friendly colleagues in the Central Office; to the members of the Advisory Committee; to readers near and far who have contributed articles, written letters, made suggestions and dropped precious words of commendation now and then; to the patient and accommodating technical staff at the *Star-Bulletin*; to our advertising manager, Mr. D. M. Weller; to all of you, my thanks and appreciation.

And, last of all, a personal note

to my capable and cheerful assistant, Miss Jessie Hirai, who has kept me out of trouble countless times, and without whom it couldn't have been done. A special orchid to you, Jessie! . . . that those who write on educational subjects might do well to ponder the words of J. R. Shannon, of Sacramento State College, who says, "Professional writing should have a style which attracts. Further, professional writing should be not only readable but artistic." In other words (stop us if you've heard this before), with no baffle-gab and a minimum of pedage.

. . . that HER readers will be interested in the Fall issue of the *School Savings Journal*, which will feature the Savings Bond Program in our Territory. There will be two stories and several pictures, telling the story of the tour of the replica Liberty Bell. Another story from Hawaii is planned for the Spring issue.

. . . that there might be merit in the homework club, an idea being worked out in an Indianapolis school. Several parents of fourth-grade pupils told the teacher they wanted to help their children by drilling in fundamentals at home, and the club is the result. Instead of grumbling, the children are now anxious to do extra work at home, and improvement is noted especially in multiplication and spelling. H'mm, sounds almost too easy, doesn't it?

KOREAN SCHOOLS

(Continued from Page 9)

oppression that he has learned to value education and the freedoms which you prize so highly—freedom of thought, freedom of speech, and freedom of the press.

I trust that I have not only given you some insight into our educational program in Korea; but also that through this educational approach, I may have led you to see that Korea is the doorway through which democracy will be introduced to the peoples of Asia.

We stand with you and your principles, for we believe with you that the democratic way is the best, in education and in government.



Good Recent Reading

Louise Cocroft

Publicity Director, Library of Hawaii

Book reviews by Mrs. Cocroft over KGMB Saturdays at 12:15 p.m.

An amazing number of good new books are finding their way to the shelves of the Library of Hawaii these days. Books that can take us around the world, books of realism and fantasy, books for all tastes.

River Garden of Pure Repose by Grace Morrison Boynton is a novel which will affect the reader as deeply as the heroine does the men and women in the book itself.

For three centuries the River Garden of Pure Repose was the possession of the Wangs, its exquisitely landscaped acreage was now an oasis of peace in war-ravaged China. The surrounding countryside was thronged with undernourished, inflation-plagued refugees who had fled to Free China before the invading Japanese. The skies roared with B29's from an American air base near the Snow Mountain foothills. The River Garden of Pure Repose with its Court for Inviting Pleasure and its Place for Awaiting the Moon (to list two of them) contained all the amenities found necessary to the good life by its resident family, the Wangs.

To this garden comes Jane Breasted, a Quaker missionary, a modern woman of courage, alone and desperately ill in a foreign land, who still has the inner strength to bring the healing quality of her spirit to others.

Miss Boynton, responding to the spirituality of a ravishing art form in which man and nature ideally commune, has written a poem. Here is a prose poem important to our day, an elegy on China's dynastic gardens

which, like the civilization enshrined in them, represent a noble past.

Haiti by Hugh Barnett Cave is an agreeably entertaining tale of personal experiences ranging from housekeeping to voodoo. There are fascinating accounts of voodoo and kanzo, a ceremony involving purification by fire.

Having spent several months on Haiti with his wife, their two sons and their jeep he has written a combination guide book and descriptive history of this spectacular republic.

This is more than a glorified guide book. Mr. Cave covers town and country, tells what he saw and how he got there, records Haitian menus and recipes and administers history in pleasant doses. While the book is invaluable for the Haiti-bound traveler it is better yet, a sensible, undramatic insight to the strange African ways of enchanting Haiti.

I Never Thought We'd Make It by Ernest Hanemann is the account of the married life of two Irish immigrants, Jim and Lizzie Love, who married in 1895 and had six children, whom they raised to successful adulthood.

In presenting his parents and his family, Mr. Love remembers them with a candor and honesty that is refreshing as they are. He pulls no punches in incident or language; he has no social fears of exposing a background rich in color if poor in worldly goods. While most American immigrant families prefer to forget their early struggles, the Love tribe remembers the triumphs and tribulations of its hard years with pride,

amazement and nostalgia. The result is a wonderful piece of Americana full of the smell of beer and coal smoke—and of the potato soup on which Ma fed her brood, sometimes for weeks on end, when Pa was looking for a job or "fighting the interests."

Human and humorous, this lively tale of the tribulations of an Irish family is the sort of little book that makes one say, "Here, read this. It's good."

7th Season KIWANIS TRAVEL SHOWS

HERBERT KNAPP—

"Mediterranean Isles"

★

ROOSEVELT HIGH SCHOOL

Mon., Tues., Wed., Oct. 5, 6, 7
8:00 P.M.

Free Bus Service from King & Piikoi Sts.
Starts 7:15 — 3 trips

BOOKS



- Fiction
Right off the Publishers' Lists
- Classic & Fine Arts
- Professional
Business Technical
- Young Adults
- Children's
Required reading
- Cooking
- Home & Hobbies
- A Large Collection of Hawaiiana
- History & World Affairs

★

For Anything in the Reviewers' Columns
Call

*Honolulu Book
Shops*

WORLD-WIDE CONTACTS

1024 Alakea
2339 Kalakaua

Phone 5-7224
Phone 9-5878

★ ★ *Education Associations* ★ ★

JAMES R. McDONOUGH
Executive Secretary
Hawaii Education Association

Delegates Affirm Belief in Worth of Individual

*Early of Georgia New President;
Hawaii Delegation Again Popular*

More than four thousand delegates to the 91st Annual Convention held last summer at Miami Beach, Florida, affirmed their beliefs in academic freedom, in constructive criticism of the schools, and in the right of legislators to investigate schools, provided that such probes threatened no citizen's constitutional rights.

They voiced vigorous opposition to the tenets of communism and the "tenets of any other philosophy of government which deny freedom of thought and which ignore the intrinsic worth of the individual human being."

The convention urged establishment of an independent Office of Education under a National Board of Education, called for sufficient federal financial support to provide for essential public school building programs, and recommended that all sums payable under any lease of the U. S. outer continental shelf be appropriated exclusively as grants-in-aid to elementary, secondary, and higher education. Other resolutions called for increased teachers' salaries, better preparation for future teachers, well-planned state and local teacher retirement systems, and the right of 18-year-olds to vote.

Reporting on her stewardship of the NEA during the past year which took her more than 50 thousand miles to meet some 100 thousand persons, President Sarah C. Caldwell, teacher, of Akron, Ohio, charged her colleagues to give to children in their

classrooms "the personal obligation of affection, inspiration, and guidance."

Commenting that he was "glad but not surprised" to learn that none of the educators who "hide behind the legal protection of the Fifth Amendment when called before duly constituted Congressional investigating committees" were members of the National Education Association, U. S. Attorney General Herbert Brownell commended delegates for the resolutions restating their belief that the "American people, in order to maintain and advance our way of life, must be free to think and write as they please, and to read books of their own choosing."

Dr. William A. Early, Superintendent of the Chatham County schools, Savannah, Georgia, was elected NEA President for 1953-54.

Pointing out that teachers should have "courage, goodwill, and good cheer," Mrs. Newton P. Leonard, president of the National Congress of Parents and Teachers, urged delegates to take parents into "full and functioning partnership" in the education of today's school child.

Speaking on academic freedom, Lewis K. Gough, National Commander of the American Legion, declared that the teaching profession is a "priority target" for the would-be subverters, and that patriotic teachers in their organizations should prepare to meet "resolutely and cour-

ageously the threat which exists."

In surveying the growth of the NEA since 1920 when the first Executive Secretary "personally transported the files to the new headquarters in a wheelbarrow," Executive Secretary William G. Carr outlined need for an NEA Educational Center in Washington which would better serve the Association's 520,000 members. Services carried on during the past year, he reported, put special emphasis on improving the quality of teacher preparation and training, more effective teacher recruitment programs, higher salaries and better working conditions, and improved school-community relations.

Action Taken by the Representative Assembly at Miami Beach:

(1) Enthusiastically launched the \$5,000,000 building fund campaign to provide a suitable educational center for the Association in the national capital.

(2) Received a report employing audio-visual aids to show progress to date in the Centennial Action Program and suggested "Goals to Go" in achieving the full program by 1957.

(3) Viewed enthusiastically the premiere of the new NEA movie, "Skippy and the Three R's." This film will be available through state education associations.

(4) Adopted resolutions submitted by Resolution Committee with following amendments:

Resolution 20. Teachers' Salaries. Amend second paragraph so that it reads: "The Association believes it is extremely important that teachers' salaries compare favorably with other professional and industrial incomes. To prevent continued curtailment of educational opportunity for children, means must be found by an aroused public to increase salaries to levels which will retain competent teachers in the schools and attract persons of outstanding ability to the profession. In terms of current economic conditions, therefore, the Association recommends as appropriate a minimum scale of \$3600 to \$8200."

Resolution 22. Professional Solidarity. Amend by adding a second

section to read: "The Association believes that the local association is the foundation of professional development toward the achievement of the Centennial Action Program goals. It urges that state and local efforts be further coordinated with the resources of the National Education Association to build strong locals in every community in the United States. The Association recommends that the NEA Executive Committee initiate a study of standards for the affiliation of locals with the National Education Association and that this study be conducted through state and local associations."

Resolution 24. Tax Exemption for Retirement Incomes. Amended to read: "The National Education Association advocates amendment of the federal tax laws so as to permit up to a total of \$1500 of the retirement income of all retired persons to be exempt from the federal income tax in addition to individual exemptions."

(5) Accepted, for filing, the reports of the Committees and Commissions.

(6) By unanimous consent amended the Standing Rules to abolish the Necrology Committee.

(7) Introduced amendments to the by-laws (to be acted on in 1954) as follows: Article II, Section 3. Elimination of the provision for affiliation of local associations without payment of fee in state, territory, or district in which 100% of the possible members hold membership in NEA.

(8) Adopted the 1953-54 budget for \$2,859,452 proposed by the Budget Committee.

(9) Adopted the proposed amendments to bylaws and standing rules to provide for a third director in states where NEA membership exceeds 40,000; also adopted bylaws amendment providing that the method of delegate election in state or local affiliated association be left to discretion of its members of NEA.

(10) Heard Attorney General Brownell bring assurance from President Eisenhower that every effort will be made "to see that the cut in

appropriations for the Office of Education is restored in full."

Delegates representing Hawaii at the Miami Beach Convention were: Mr. Charles J. Griswold, Chairman of Delegation.

Hilo Teachers Association: Mrs. Rose Chock, Miss Elizabeth Felter, Miss Isabella M. Kennedy.

Kauai Education Association: Miss Yuriko Nagoshi, Mr. Junichi Yamada.

Kona Education Association: Mrs. Frances Lincoln.

Maui Teachers Association: Mrs. Sarah Duponte, Mrs. Afoon Kamauoha, Mrs. Helen G. Murphy.

Oahu Education Association: Mr. Harry M. Budin, Mrs. Olga E. Budin, Mrs. Bertha Craig, Mrs. Lulu Corbly, Miss Elizabeth Erwin, Dr. Hubert V. Everly, Miss Sophie Georgi, Mrs. Blanche R. Griswold, Mr. Charles J. Griswold, Mrs. Alice Hoffman, Mrs. Leslie Jackson, Miss Akiko Kansako, Miss Gladys A. Lino, Mrs. Miyono Moriwaki, Mrs. Lorene Ramsey, Mrs. Mary A. Saffery, Miss Elaine Tan, Miss Alma White, Mr. Erwin Wong.

Hawaii Education Association: Mrs. Mae Keaka, Miss Rowena Keaka, Mr. Tad Miyazaki, Miss Kazuko Moriwaki, Miss Evelyn Nagoshi, Mrs. Alice W. Peilu, Miss Naomi S. L. Young, James R. McDonough.

Under the direction of Mrs. Afoon Kamauoha and Mrs. Blanche Griswold, co-chairmen of the entertainment committee, the entire Hawaii delegation presented two programs of Hawaiian music and dances for more than 5,000 delegates and teachers attending the convention. Hawaii delegates also appeared on two TV programs that were broadcast throughout the South. On Friendship Night, the delegation, in Hawaiian attire, distributed 5,000 vanda orchids to delegates and at open house served pineapple juice donated by the Hawaiian Pineapple Company. The convention headquarters room with its display of Hawaiian cut flowers furnished by the Hilo Teachers Association was by far the most popular state convention headquarters at the convention.

HEKTOGRAPH WORKBOOKS

*Helpful, Attractive
Seatwork Material for*

KINDERGARTEN

through

EIGHTH GRADE

★

AS THE VERY YOUNG SEE IT

I CAN DO IT

PRE-PRIMER FOR THE BEGINNERS

READING READINESS

READING SEATWORK

1 - 2 - 3 - 4

WRITING IS EASY

SEASON OF THE YEAR

KINDERGARTEN FUN

FUN WITH NUMBERS

1 - 2 - 3 - 4 - 5 - 6

OUR COMMUNITY

THE FARM, and

MANY OTHERS

★

**WRITE or COME IN
FOR**

PRICE LISTS & ILLUSTRATIONS
JUST OFF THE PRESS

★

OFFICE APPLIANCE CO., LTD.

King & Bethel

Phone 5-6946

P.O. Box 1282

Honolulu, T.H.

RALPH C. HONDA, Mgr.

Save for a Purpose

Open a Checking Account
Open a Savings Account
THREE CONVENIENT OFFICES
TO SERVE YOU NOW

Hawaii's First Insured Bank
AMERICAN SECURITY BANK

Member Federal Deposit Insurance Corp.

Head Office Makiki Branch
King and Nuuanu Beretania at Piikoi
Phone 5-3955 Phone 5-9501

Liliha Branch
411 N. School St. Near Liliha
Phone 5-9927

Where every depositor is insured up to \$10,000

When You Think of INSURANCE

Think of

ALEXANDER & BALDWIN, LTD.
INSURANCE DEPT.

P. O. Box 3440 Ph. 6-3941

(Representing THE TRAVELERS, Hartford)

Printers & Stationers

- ADDRESSOGRAPH
- AUDIOGRAPH
- BURROUGHS ADDING MACHINES
- ENGINEERING EQUIPMENT
- GEN. FIREPROOFING FURNITURE
- HADLEY FORMS
- McBEE
- MIMEOGRAPH
- MULTIGRAPH
- MULTILITH
- OFFICE SUPPLIES
- PAPER PRODUCTS
- PRINTING
- STROMBERG TIME RECORDERS

FISHER CORPORATION, LTD.

177 S. King St. Phone 6-2341

WE DID

(Continued from Page 15)

with an interest-inspiring little character "Mickey Mite." This handbook told how to make weather instruments, do experiments that illustrate weather phenomena, and provided background information leading up to actual forecasting. In addition, the kit also contained all hard-to-get items required to do the experiments and build the instruments.

We discussed how we could build the instruments of the weather station that were provided in the kit. We had more volunteers for pupils to work on the complicated instruments than for the simple ones. We settled by having larger committees work on the more difficult projects. We discussed at some length the way good committees work and made a few general rules.

We then took the pupil's handbook apart and divided it into sections to correspond to our committees. The chairman of each group

wrote the name of the committee on the section. From then on each committee was responsible for its own project. The following instruments were constructed:

1. Ribbon Thermometer, 2. Air Thermometer, 3. Wet-dry Bulb thermometer, 4. Weather Doll, 5. Hair Hygrometer, 6. Rain Gauge, 7. Snow Gauge, 8. Air Current Indicator, 9. Weather Vane, 10. Anemometer, 11. Barometer.

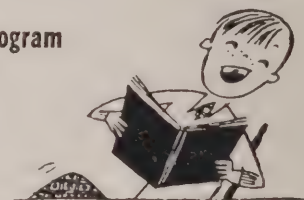
I felt the model weather station kit brought real interest and concrete understanding to my pupils about a rather difficult area of study. It was an excellent aid in stimulating and motivating children and for sustaining their interest over a long period of time. This kit places materials and information within easy grasp of sixth-grade pupils. The many helpful suggestions in the teacher's manual take away much of the drudgery of teaching and make it possible for the teacher to really bring "Weather All Around Us" to life for boys and girls.

AND NOW—

from the Scott, Foresman Reading Program

JUST IMAGINE!

William S. Gray • Marion Monroe
A. Sterl Artley



blueprinted and built to make the transition from primary- to middle-grade reading smoother and more successful for every child

For Use in Getting *All* the Children Off to the Best Possible Start . . .

JUST IMAGINE, the Basic Reader: lively, fast-moving stories packed with the kind of action that delights all pre-teen-agers . . . written in vocabulary from The New Basic Readers for the primary grades

For Special Help in Working with *Slow Readers*...

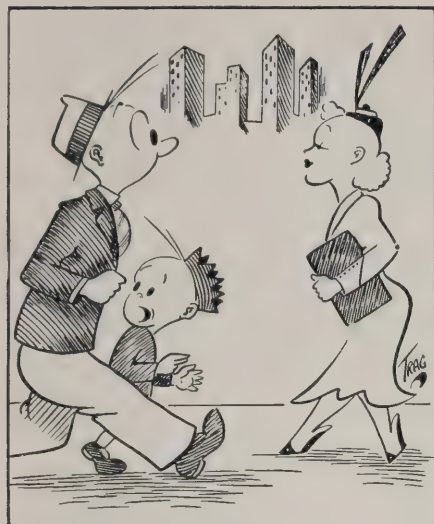
the *Just Imagine* Teacher's Edition and Think-and-Do Book: new ways of reaching and teaching slow readers; new ways of helping them build up the kind of power fourth-grade reading requires, are all mapped out, step by step, in Guidebook lesson plans and Think-and-Do lessons for every *Just Imagine* story

For further
information
write

SCOTT,

Chicago 11 Atlanta 3 Dallas 2
San Francisco 5 New York 10

FORESMAN AND COMPANY



"Yeah Dad, that's her, but don't let all that pretty sweetness fool you."

NEW PROGRAM CORRELATES STAMPS WITH STUDIES

A new approach to learning — through postage stamps of the world — is presented by STAMP ADVENTURES, a new organization which offers monthly collections of genuine postage stamps that are correlated to social studies courses for grades 4 to 8.

Through this program, pupils will receive each month a collection of stamps from the countries they are studying at the time. The stamps, which are neatly packaged in a window envelope, have been specially chosen to illustrate interesting and educational phases about the area being studied—its natural resources, customs, famous men and women, etc. Descriptive material about the stamps is enclosed with every selection.

The cost to the student is only 50 cents for each monthly packet, on a purely voluntary basis. In addition, STAMP ADVENTURES offers a plan whereby a sample of every collection is supplied free to each school whose students participate in the program, providing the basis for building the school's own stamp collection.

For sample packets of stamps and descriptive literature, write to Herbert Leeds, STAMP ADVENTURES, 8 Balfour Street, Valley Stream, N.Y.

The Teacher

To a child thrust into a strange world, a good teacher is the best thing that can possibly happen.

A teacher is Courage with Kleenex in its pocket, Sympathy struggling with a snowsuit, and Patience with papers to grade.

Teachers spend 12 hours a day searching for truth and the other 12 hours searching for error.

They are incorruptible, indispensable, infallible, invincible and nearly inexhaustible.

A teacher really does not mind sniffles, squirmings, stomach aches, spills, sloth, and sauciness. Neither does she disintegrate before tears, trifles, fights, futility, excuses, parents who spout, little boys who shout and little girls who pout.

Most of all, a teacher is somebody who *likes* somebody else's children—and still has enough strength left to go to the P.T.A. meeting.

Thank Heaven for teachers.

—The Lederle Chevron

High School Graduates

Prepare Today for Tomorrow's Opportunities

DO YOU WANT

- GOOD STARTING SALARIES
- FUTURE ADVANCEMENT
- EMPLOYMENT SECURITY
- DIGNIFIED WORK

Enrollments still being accepted for the Fall Term

Call, Write, or Visit

DIETZ COMMERCIAL SCHOOL
949 McCully St. Phone 99-7537

KLEAN-WRITE MIMEOGRAPH STENCILS

Blue or Green

FILM STENCILS

★

BOSTITCH

- Stapling Machines • Staples

Let us rebuild your old typewriter

Lum's

OFFICE EQUIPMENT SERVICE

1639 Kapiolani Blvd. Phone 91-5235
Honolulu 14, T. H.

the time to think about your future is NOW!

Only 5 out of 100 men and women ever accumulate enough money to live comfortably when they reach retirement age. Why? Because they fail to select a plan of systematic savings and stick to it! No plan is so ideal for this purpose as that which combines . . .

Insurance and Annuity

Union Mutual's Insurance Annuity RETIREMENT INCOME PLAN combines the advantages of insurance protection and retirement annuity. It's the soundest, safest, surest method to build a guaranteed retirement income, and, while you are doing it, to provide your family with insurance protection if you die.

A Complete Illustration

of this unusual insurance annuity plan, with a guaranteed income for life, will be made out for you by any Union Mutual representative. Don't delay—the time to think about your future is NOW!

to enjoy old age...
ACT NOW!

UNION MUTUAL FOUNDED 1848
Life Insurance Company . . . Portland, MAINE

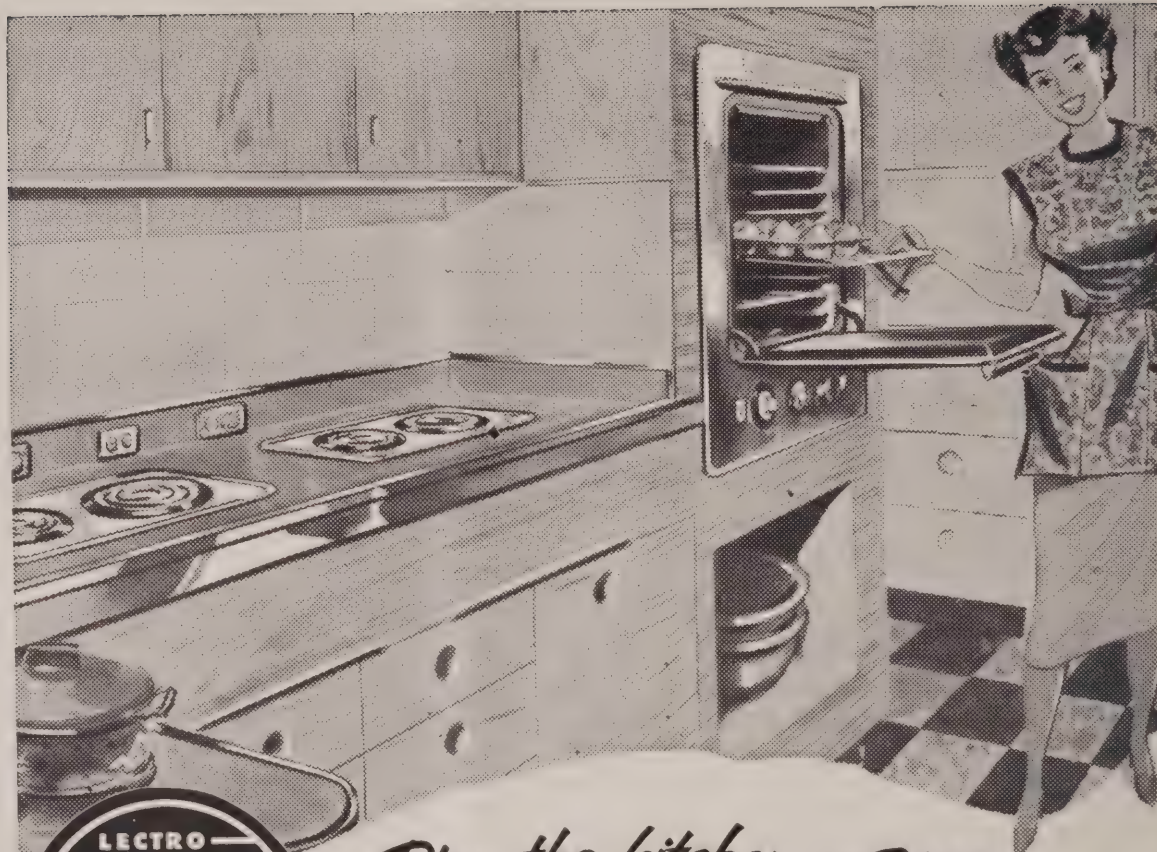


239 MERCHANT STREET

PHONE 6-3696

HONOLULU, HAWAII

THE
RANGE
THAT
MAKES
GOOD
COOKS
BETTER



*Plan the kitchen arrangement
that suits you-with...*

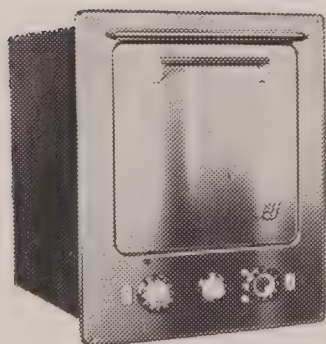
NEW L&H "CUSTOM-BILT"

(trade mark)

built-in electric range units

Now plan your range units just where you want them. The last word in modern convenience . . . better cooking . . . better looking. Save space and lighten housework. Stainless steel units blend with all kitchen colors.

Wall oven . . . installed at any height, ends awkward stooping. Surface units, in multiples of two, can be put anywhere.



Huge Wall Oven with automatic time and temperature controls, plus many other convenient features. Heavily insulated. Inside size: 16" x 17" x 19 1/4".

\$175.00



Stainless Steel Surface Unit—with 8- and 10-inch Monotube heating elements. Fast acting . . . easy cleaning.

\$72.50

See these "Custom-Bilt"
range units today!

— \$319.95 complete —
(4-Burner Range)

NOW! \$32 DOWN
JUST

Balance in easy monthly payments

LEWERS & COOKE, LIMITED

404 Piikoi Parkway

2 1/2 acres free parking

Telephone 5-1961

• HONOLULU

• HILO

• LIHUE

• WAILUKU



FILMS AVAILABLE AT HSPA LIBRARY

The following are examples of the educational films which may be borrowed by teachers from the film library of the Hawaiian Sugar Planters Association. If possible, they should be requested at least a week in advance, to avoid disappointment. A full list is available on request.

BACKFIRE (15 min.B&W)

Based on actual experiences of an economics teacher in Yonkers High School, New York. An American Economic Foundation film depicting how common sense combats economic fallacies.

THE BILLION DOLLAR MALADY (The common cold.) (10 min. B&W)

Explains how colds are caught and shows methods of safeguarding against them.

THE CANE CUTTERS (12 min. B&W)

History of sugar cane briefly reviewed. Detailed photographs show techniques of cross breeding.

A CLOSED BOOK (25 min.B&W)

Has been called one of the best safety movies ever produced. Entertaining and appealing.

CROSSROADS FOR AMERICA (30 min.B&W)

The American answer to CIO's film "Deadline for Action." A strong, hardhitting expose of the "commie issue."

CRYSTAL OF ENERGY (25 min. color)

Shows sugar production in Hawaii, Cuba, the West Indies and the Mainland. Deals with the growing, refining and uses of sugar.

GIFT OF GREEN

Explains photo synthesis and the great source of energy supplied by plant life. Made by the Sugar Research Foundation.

NEW AND NOTEWORTHY

(Continued from Page 4)

... is "How Children Learn to Read" by Helen K. Mackintosh. This is the fourth in a series of U. S. Office of Education bulletins on how children learn in various areas, and describes the teacher's part in the child's reading experience, as well as ways in which parents can help make learning-to-read years happy.

It is priced at fifteen cents and may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington.

FLAV-R-PAC

FROZEN FOODS

★

HO-MIN

"the better"

ICE CREAM

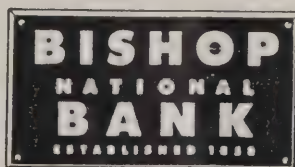
★

Service Cold Storage Co., Ltd.

Phone 5-4596

SAVE TIME!

Teachers may arrange to have their salary vouchers deposited directly to their checking accounts at Bishop National Bank. No standing in line; no unnecessary trips to town. Bishop National offers complete, prompt, friendly banking service at each of its 22 offices, on five islands.



See the wonders and charms of the

NEIGHBORING ISLANDS

Oahu — Kauai — Molokai

Hawaii — Maui — Lanai

And fly in

Hawaiian Airlines' new

CONVAIR

at no extra cost

**HALF-FARE
FAMILY PLAN**



**HAWAIIAN
AIRLINES**

FOR
DEPENDABLE SERVICE
CALL

City Transfer Company, Ltd.

hauling
packing
shipping
storage

Agents All Over the World

610 Fort Street
(Across from Irwin Park)

Telephone 6-3581 — 5-6479

WHO'S INTERESTED IN A FOREIGN EXCHANGE?

Opportunities for American teachers to exchange positions with teachers in eleven foreign countries are announced by the Department of State, the Board of Foreign Scholarships and the Office of Education. Exchanges are available in the elementary, secondary and junior college fields.

Jobs in Austria, Belgium-Luxembourg, France, Germany, and Italy require a knowledge of the language

Sports UNIFORMS EQUIPMENT

Gym Suits & Shorts
Lettering & Stenciling
—Manufacturers & Outfitters—



Phone or write

HANA SALES CO.

1211 S. King St. Honolulu
Phones: 95-4215, 53-7875

of the country. No language stipulations are made by The Netherlands or Norway. Exchanges are also open in several English-speaking countries: Australia, Canada, New Zealand and the United Kingdom.

Teaching opportunities without exchanges are also announced in Austria, Burma, Denmark, Egypt, Greece, India, Iraq, Japan, The Netherlands, Pakistan, Thailand, Union of South Africa and United Kingdom Colonial Areas. Of these, only Austria stipulates knowledge of the language.

Teachers of French and Italian may attend special summer seminars in France and Italy.

General requirements are: United States citizenship, at least a Bachelor's degree and a minimum of three years' successful teaching. Requests for further information should be addressed to the Teacher Programs Branch, Division of International Education, Office of Education, Department of Health, Education and Welfare, Washington 25, D.C.

Applications must be received before October 15, 1953.



Even if you managed a real vacation during the summer, there's still next summer to plan for and the many short respites through the season. KONA and KAUAI INNS hold the answer to attractive, easy-to-reach "rest periods" at the many holidays through the school year.

For rates, reservations and complete tour information, contact

INTER-ISLAND travel service

a division of

INTER-ISLAND RESORTS, LTD.

owners and operators of Kona & Kauai Inns

2217 Kalakaua Avenue

Phone 9-5281

EXCHANGE TEACHERS — MAINLAND SUBSCRIBERS TO HAWAII EDUCATIONAL REVIEW: Let us help you with information and literature about the INNS and about our variety of tours.

ALL KINDS OF

Crackers

- GRAHAM • SALOON PILOT
- CREAM PILOT • SODA
- ROYAL CREAM • SALTY

Delivery Service to Cafeterias

DIAMOND BAKERY CO., LTD.

1765 S. KING ST.

Phones 99-1407 — 99-8530

For Fine PHOTOGRAPHIC EQUIPMENT



- Leica • Stereo-Realist 3-D
- Rolleiflex • Graflex • Exakta
- Contax • Argus • Canon
- Revere • Bell & Howell

See or call

HAWAII CAMERA SALES CO.

Largest Photo Supply Headquarters
in Downtown Honolulu

1109 ALAKEA ST. PHONE 5-9860

Fast Photofinish Service

CONTESTS

(Continued from Page 11)

Editor, *Scholastic Teacher*, 33 West 42nd St., New York 36, New York. No entry blank is needed.

The National Poetry Association announces closing dates for competitions of interest to teachers and students for the school year 1953-54 as follows:

For material to be included in the Poetry Anthology, junior and senior

high schools, December 5.

Closing date for the Fourth Annual High School Essay Competition is November 5. Essays limited to 150 words (every word counted) on any subject. Grades 7-12 eligible.

Closing date for the tenth annual Anthology of College Poetry is January 1.

The address of the National Poetry Association is 3210 Selby Ave., Los Angeles 34, California.

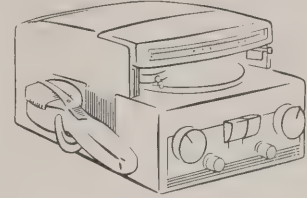
Borthwick Funeral Parlors



DISTINGUISHED SERVICE THROUGH THE YEARS

1562 Nuuanu Ave. Phone Day and Night 5-9158; 5-2871 Day Honolulu 17, T.H.

Sound Scriber
DICTATING EQUIPMENT



pace-setter in modern dictation

ITS HISTORY: Since 1940, every major advance in modern dictating methods has been an achievement of **SoundScriber** engineering.

Not until the needs of modern business men and women were answered by **SoundScriber** was the drudgery of old-fashioned, inadequate dictating machines eliminated . . . the overall pressure of everyday business relieved.

The advances that **SoundScriber's** newest models—the Tycoon and Lady Tycoon—bring to the office, could have been engineered only by **SoundScriber** . . . because **SoundScriber** holds the basic patents that make these models possible.



Call or Write

JOHN J. HARDING CO., LTD.

1471 KAPIOLANI BLVD.

Phones 99-1481, 99-1593 Honolulu, Hawaii

SCHOOL ART PRODUCTS FOR ALL AGES!



Prang and Old Faithful products are the basic and accepted art materials used by students and teachers the world over as unsurpassed teaching and learning tools. Their universal recognition is the result of consistent quality . . . developed through years of research on the requirements of student and teacher. Dept. HE-26.

SPECIFY THESE PRANG AND OLD FAITHFUL PRODUCTS BY NAME:

- Prang Crayonex Crayons
- Prang Water Colors
- Prang Tempera Colors
- Prang Textile Colors
- Prang Dek-All Colors
- Prang Stixit Paste
- Payons - Painting Crayons
- Sketcho Oil Crayons
- Ambrite Colored Chalk



The American Crayon Company
Sandusky, Ohio New York



*Your students will always
feel at home with Burroughs!*

It's a fact—wherever there's business in Hawaii there's Burroughs. That means that many of your students will be operating Burroughs machines when they enter the business world.

Give your students all the advantages of learning their skills on the kind of equipment they are most likely to use on the job. More and more, Burroughs machines are preferred for classroom use, and for the same reasons they are preferred in business—simplicity of operation . . . rugged construction . . . low maintenance . . . speed.

✓ NEW INSTRUCTION BOOK

"Learning the Burroughs Calculator," a 68-page manual complete with drills and tests, is now available to public and private schools.

One copy of the manual providing 80 hours of practice material, is supplied with each Calculator purchased. Additional copies may be obtained at nominal cost.

For schools offering longer courses, "Calculator Practice Drills" and "Advanced Addition Practice Problems" can be obtained to expand courses up to 300 hours.



WHEREVER THERE'S BUSINESS IN HAWAII THERE'S

Burroughs



Honolulu: 119 Merchant Street Phone 6-3782
Hilo: 109 Waianuenue Avenue Phone 4711

ADDING MACHINES
BOOKKEEPING MACHINES
CALCULATORS
ACCOUNTING MACHINES

370.5
HAW

Hawaii EDUCATIONAL REVIEW

OCTOBER
1953

THE LIBRARY OF THE
NOV 11 1953
UNIVERSITY OF HAWAII



Photo by
George C. Wilkins



Far more miles per gallon

on the trips YOU take!



On long trips, short trips, all trips, you get far greater gas mileage out of a '53 Chevrolet. It offers important savings in everyday driving over everyday roads!



Out to the golf course. Off for a week-end of fishing. Half across the country on a full-scale vacation. *Wherever you go—however you drive—you're going to get there on a lot less gasoline in a fine new Chevrolet.*

The truth is, this year's Chevrolet owners are enjoying *the most important gain in economy in Chevrolet history.* Plus more power. Faster acceleration. More "steam" for the steep hills.

That's the beauty of Chevrolet's two great *high-compression* engines—the new 115-h.p. "Blue-Flame" engine in Powerglide* models, and the advanced 108-h.p. "Thrift-King" engine in gearshift models. They squeeze much *more* out of regular gasoline—more miles, more pleasure.

Along with this greater gas mileage, you get lower over-all upkeep costs. And Chevrolet is the lowest-priced line in its field. Drop in and let us show you how you'll be better off in *every* way with a 1953 Chevrolet!

**Combination of Powerglide automatic transmission and 115-h.p. "Blue-Flame" engine optional on "Two-Ten" and Bel Air models at extra cost.*



JEFFERSON MEMORIAL • WASHINGTON, D. C.

All over America
**MORE PEOPLE
BUY CHEVROLETS
THAN ANY OTHER CAR!**



Mainland Delivery can be arranged at convenient location.

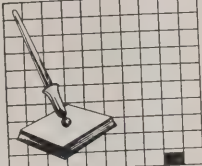
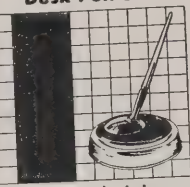
ALOHA MOTORS

Kapiolani Blvd. at Atkinson Drive

•

Phone 9-1161

See the Pen that fills itself ... the *Esterbrook* Desk Pen Set

Regular Fountain Pen	Esterbrook Desk Pen Set
	
Ordinary fountain pen holder contains only 1,400 mgs. of ink.	Esterbrook desk base contains 56,000 mgs. of ink—40 times more.



Easy to fill—Easy to clean!

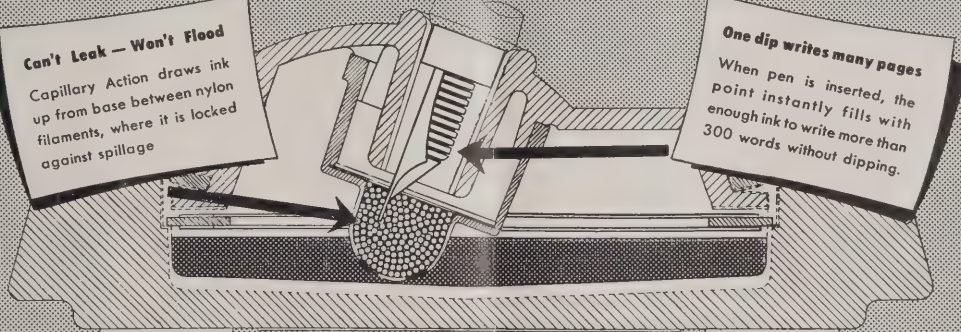

Cross Section of Base

Can't Leak — Won't Flood

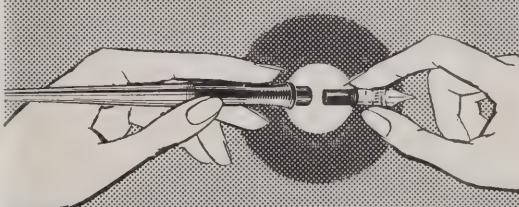
Capillary Action draws ink up from base between nylon filaments, where it is locked against spillage

One dip writes many pages

When pen is inserted, the point instantly fills with enough ink to write more than 300 words without dipping.

33 Different Esterbrook Point Styles to choose from ... you select the right point for the way you write.



All Renew-Points in case of damage can be screwed into the barrel instantly—look for the name **ESTERBROOK**.

COPYRIGHT 1953, THE ESTERBROOK PEN COMPANY

M97

Single and double styles for home or office

Esterbrook[®]

Desk Pen Sets



Making Sure of Arithmetic

by Morton, Gray,
Springstun, Schaaf
GRADES 1 THROUGH 8

The emphasis in this program on real-life situations increases student interest and promotes full understanding of each step in learning.

★

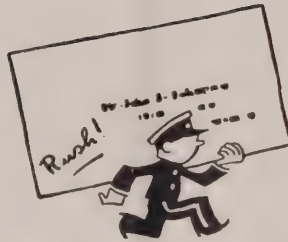
SILVER BURDETT Company

604 Mission St., San Francisco 5, Calif.

Representative:
Vincent A. Hiden

SAVE TIME!

Teachers may arrange to have their salary vouchers deposited directly to their checking accounts at Bishop National Bank. No standing in line; no unnecessary trips to town. Bishop National offers complete, prompt, friendly banking service at each of its 22 offices, on five islands.



READERS WRITE

Please sign all letters. Names will be withheld if requested. Limit letters to two hundred words or (preferably) less. Deadline, 40 days before date of issue.

The Delta Kappa Gamma Society
1309 Brazos St., Austin, Texas
Mrs. Marion P. Goddard, Editor
Hawaii Educational Review
Dear Editor:

For the fifth time The Delta Kappa Gamma Society announces an award of one thousand dollars to be given to the woman who has written the most distinguished educational contribution in the biennium between April 1, 1952 and April 1, 1954. This award has been given to Dorothy Canfield Fisher for her study *Our Young Folks*, Kate Wofford for *Modern Education In The Small Rural School*, Louise Hall Tharp for *The Peabody Sisters of Salem*, and most recently to Catherine Drinker Bowen for her book, *John Adams And The American Revolution*.

Although the emphasis on the award originally was upon educational research, it has been recognized for some time that some of the most valuable contributions to education have been made by authors who have humanized various figures through the fictionized biography.

The award will be made at the National Convention meeting in Boston, Massachusetts in August, 1954. The panel of judges selecting the person who receives the award is a distinguished one.

We shall be very grateful for any publicity that can be given us in the columns of the magazine which you edit, and because of the fact that the judges will have a very heavy task before them, we should appreciate as early an announcement as possible. Thank you for your cooperation.

Cordially yours,
M. Margaret Stroh
National Executive Secretary

c/o U. S. Embassy
Monrovia, Liberia
Dept. of State,
Washington 25, D. C.

Editor
Hawaii Educational Review
Department of Public Instruction
Honolulu, Hawaii
Dear Sir:

I should like to begin a year's subscription to the Hawaii Educational Review, if it is possible for you to mail it to this country. Any extra postage will certainly be paid for. Incidentally, it takes about three weeks for the Honolulu Star-Bulletin to reach me by boat mail.

Hoping that I shall hear from you very soon, I remain,

Very truly yours,
Mrs. Enid C. Lee

LIBERAL TRADE-IN!

NO LESS THAN

\$30.00 TRADE-IN

FOR YOUR OLD WASHER

(Regardless of Age or Condition)

TOWARDS YOUR PURCHASE OF
THE SENSATIONAL
100% FULLY AUTOMATIC

BENDIX ECONOMAT

"THE AGITATOR WASHER"

NO BOLT DOWN! NO VIBRATION!

only **\$259.95** 24 Mos.
To Pay

Kapiolani Furniture & Appliances

1440 Kapiolani Blvd.
3654 Waialae Ave.
29 S. King St.



SHOYU

Good for Sukiyaki—Good for Flavoring
In convenient sizes at your Grocers.

★
Phone 84-2145

ALOHA SHOYU CO., LTD.

807-E Waikamilo Rd. Honolulu, T. H.

ALL KINDS OF

Crackers

- GRAHAM • SALOON PILOT
- CREAM PILOT • SODA
- ROYAL CREAM • SALTY

Delivery Service to Cafeterias

DIAMOND BAKERY CO., LTD.

1765 S. KING ST.

Phones 99-1407 — 99-8530

Hawaii EDUCATIONAL REVIEW

OCTOBER, 1953

VOLUME 42, NUMBER 2

MRS. MARION P. GODDARD.....Editor
D. M. WELLER.....Adv. Mgr.

Cover

Water color, oil painting or just plain black and white sketching are favorite courses wherever adult education classes are offered. Many people with a long hidden ambition to try an art course experience satisfying results. And, strange to say, many a person beyond the "retirement age" turns out to be a real artist, after a brief period of instruction by an understanding teacher.

CLAYTON J. CHAMBERLIN, Supt.
Department of Public Instruction

SCHOOL COMMISSIONERS

Dr. Katsumi Kometani.....Chairman
Mrs. Ruth E. Black.....Oahu
John A. Owens.....Oahu
A. Hebard Case.....Kauai
Shizuichi Mizuha.....Maui
Mrs. Marjorie C. Hind.....Hawaii
Charles A. Goo.....Hawaii
Clayton J. Chamberlin.....Ex-Officio

HAWAII EDUCATIONAL REVIEW ADVISORY COMMITTEE

Gwenfread Allen James R. McDonough
Agnes Clower Earl L. McTaggart
Willis B. Coale Roseamonde Porter
Clarence B. Ferdun F. Deal Crooker
William J. Geiger Donald H. Burum



Articles

	Page
The Rich Reward.....	35
Cynthia Geiser	
Grouping Helps Children Succeed.....	37
Marie B. Clark	
Why Do We Teach Art in the Public Schools?.....	40
David Guillaume	
Partners in the Classroom.....	42
Irene H. Timko	
Educational Provision for the Deviates.....	51
Morris Meister	

Features

Readers Write	32
History From HER Files.....	34
New and Noteworthy.....	34
Good Recent Reading.....	47
Education Associations.....	49

THIS MONTH'S AUTHORS

We are glad to present the story on Grouping, by *Marie B. Clark*, this month. We received permission to reprint it from the Teacher's Service Bulletin several months ago, but it has been crowded out by more timely material. We think many teachers will find it helpful.

Mrs. Cynthia Geiser, who joins two University of Hawaii student teachers in describing the rich rewards of reading, is well qualified to discuss that subject, being a librarian of long standing, as well as an Instructor in Education at the University.

Morris Meister's chart on provision for the deviates appeared first in Education Summary last February. *Mr. Meister* is principal of the Bronx High School of Science, New York City.

The question of discipline is always with us, and never more prominently than early in the year. Some sensible discussion of the subject is offered this month by *Irene H. Timko*, who teaches physics and U. S. history at Foreman High School, Chicago.

Appearing in these pages for the second time is *David Guillaume*, whose pungent plea for color in the classroom, it will be remembered, appeared in our Buildings Issue last March. This month he asks a pertinent question and gives some answers with which you may not agree. *Mr. Guillaume* is an Assistant Professor at the University of Hawaii.

The HAWAII EDUCATIONAL REVIEW, published monthly, except July and August, is the official publication of the Department of Public Instruction, Territory of Hawaii, U. S. A. Editorial address: P. O. Box 2360, Honolulu, Hawaii. Advertising address: P. O. Box 3080, Honolulu, Hawaii.

Subscription rates: Two dollars a year; single copies, 35 cents. Advertising rates on application.



History from HER Files

Oct. 1913—In a reprint of Extracts From the Records of Edward Bailey, School Agent for the Second District of Maui, dated 1853, Mr. Bailey gives the names and salaries of teachers appointed. Salaries run from \$.20 to \$.37½ per day.

Oct. 1923—Willard E. Givens, Superintendent, says, "I wish that each teacher who reads this would ponder upon the thought that success in her work this year depends not upon the kind of position she has received, nor the state of the equipment given her to work with, but that her success depends upon taking what she has and doing the very best possible work with it." (H'm; not a bad thought to ponder today, is it?)

Oct. 1933—An editorial comments on the recent ruling that teachers past sixty-five will not be reappointed hereafter, and quotes a Chinese philosopher, Wu Wing Fu, "Idleness is contemptible when it has no goals—But when it is impregnated with value it is called leisure and as such is esteemed even by the sage."

Oct. 1943—In an editorial on American Week, the major theme is announced as *Education for Victory*, and speaks of solving post-war problems. (We are still looking for ways to do that!)

QUOTATIONS

from Ernest O. Melby

"Nearly always when we lose freedom, we give it as a price for something which seems good at the time."

"No big thing was ever done by people who didn't believe it could be done."

"If you believe in people enough, they do wonderful things."

"The biggest single problem in the United States is: How can we mobilize our community resources?"

"We shall not get the public to cooperate with us until we develop the listening ear."

New and Noteworthy

... is *Thousands of Science Projects*, by Margaret E. Patterson and Joseph H. Kraus of Science Service, Washington, D. C. A 46-page compilation of projects performed by boys and girls 8 to 18 years of age, in preparation for the National Science Talent Search and the National Science Fair, it contains classified lists of projects which should be useful to teachers of science and advisers of science clubs. Eight pages of illustrations add to the usefulness of the booklet, which may be had from the above address for 25 cents the single copy, or 10 to one address for one dollar.

... if you are wondering about the impact of TV on family life and activities, is *Television and Radio in American Life*, latest in the Reference Shelf Series. Among other significant and controversial facets of our newest methods of communication, probably most interesting to teachers is the section on Broadcasting As a Means of Education, which presents what has been done, what should be done, and who should do it. Those who consider TV a menace should not miss Norman Cousins' article, Time Trap for Children. The book contains 198 pages, is priced at \$1.75, and can be purchased from the H. W. Wilson Co., New York 52.

... is a note from Dr. Elizabeth Pilant, executive secretary, National Conference American Folklore for Youth, offering the *American Folklore and Legend Map* to teachers and librarians (one copy each) for the small price of fifty cents. The map, 24 by 36 inches in size, by John Dukes McKee, is done in 38 brilliant colors, and shows more than one hundred characters in the folklore of the 48 states. If you like maps, as who doesn't, write Dr. Pilant at Ball State Teachers College, Muncie, Indiana. She will send other folklore materials free, if you request them.

... is *The Unreluctant Years*, A Critical Approach to Children's Lit-

erature, by Lillian H. Smith, published in June, 1953 by the American Library Association. She defends children against grown-up myths that reading is a chore and that they do not prefer good books. She seems to think adults are much more perplexed than children about what children really like to read.

Miss Smith is an authority in the field of children's reading, and formerly was Head of the Boys and Girls Division, Toronto Public Library. Her years of enthusiasm in behalf of youngsters culminated in the establishment of the unique Boys and Girls House, a house and library especially for children in the Ontario capitol. The book contains 200 pages, costs \$4.50, and can be purchased from the American Library Association, Chicago.

... is *Moral and Spiritual Education in Home, School and Community*, a program aid for your PTA. This booklet was prepared by the Educational Policies Commission of the NEA, in collaboration with the National Congress of Parents and Teachers, to help parent-teachers associations to plan discussion and action that will contribute to the moral and spiritual development of children and youth. The 28-page booklet includes lists of helpful books, pamphlets and films, and should be ordered from the National Congress of Parents and Teachers, 600 South Michigan Blvd., Chicago 5, Illinois. Price is 25 cents a copy.

SPECIAL DATES IN OCTOBER

- Oct. 1 - 31—Red Feather Month
- Oct. 4 —Rural School Charter Day
- Oct. 5 - 11—Fire Prevention Week
- Oct. 12 —Columbus Day
- Oct. 18 - 24—United Nations Week
- Oct. 24 —United Nations Day
- Oct. 25 - 31—Girl Scout Week
- Oct. 31 —Halloween



By Cynthia Geiser

Even the 'Problem' Child Shares in The Rich Reward

of reading for understanding,
for color, and for just plain facts

Good teaching depends upon the individual teacher's ability to recognize the social, emotional, and academic needs of children and to organize and provide for children learning experiences which will fulfill these needs. The good teacher, like the good doctor, draws upon the knowledge and experience gained from her training and years of practice. But she also needs fresh concepts, the challenge of new ideas, an opportunity to try out varied methods, and the lift to morale that comes from recognizing that she herself has done exactly the same thing that another teacher describes as successful.

Though the course of study, teachers' meetings, and professional workshops are planned for these purposes, perhaps, the most fruitful source of ideas which vitalize teaching is to be found in professional magazines, of which there is no end. We believe that a systematic review of a few carefully chosen educational periodicals

might do much to encourage teachers to use new materials, develop new techniques, and to help them feel their work personally satisfying. Such reviews could be the responsibility of a revolving committee and shared at teachers' meetings with examples of the ways magazine material has been used by individuals.

We have chosen materials selected from several professional magazines that were used in the University elementary school, during the second semester of last year, to enrich the learning experiences of children and help beginning teachers feel that teaching need never be a dull job.

For Deeper Understanding

Mrs. May Chun, library interne in the University elementary school, read of Marguerite De Angeli in *Elementary English*, October, 1952¹.

She used information from this article to help the children become acquainted with the author of many outstanding children's books.

Mrs. Chun describes her experience:

One day, a little fourth grade girl said to her teacher, "My goodness, there aren't as many 'haole' boys in our class as in the room next door."

The teacher saw an opportunity to help establish a way of thinking that might enable pupils not only to tolerate but to understand and appreciate people of other racial backgrounds.

The children were asked to bring snapshots of themselves to tack on the bulletin board with a card list

¹ Lillian Hollowell, "Marguerite De Angeli—Writer and Illustrator for Children," *Elementary English*, XXIX (October, 1952), 317-325.

ing their racial ancestries. Emphasized was the idea that, although they could trace themselves to different racial groups, all were Americans and shared the heritage of our American way of life. This led to a study of peoples of the world. Committees of children came to the library to select story books as well as factual books for use in the classroom to help them understand the environment and culture their ancestors represented. They became aware of authors of other races; in particular, Hans Christian Andersen. Out of this interest in Andersen, a favorite of all, a costume play, adapted from the story of *The Ugly Duckling*, was presented to the entire school.

During one weekly period, I shared with this class a Pennsylvania Dutch story, *Yonie Wondernose*, by Marguerite De Angeli. I chose this story because it describes the quaint customs of the Pennsylvania Dutch, a cultural group not familiar to most island children.

Mrs. De Angeli writes realistically of regional groups and makes the characters warm and alive in dialogue that children can understand. Mrs. De Angeli lived near a Pennsylvania Dutch community and her intimate knowledge of these people who were her friends enables her to write sympathetically of their everyday world, showing their customs and ways which are strange to us, while emphasizing universal qualities common to all people.

Before sharing the story of *Yonie Wondernose*, I introduced my Pennsylvania Dutch family of figurines to the children. I explained that these people came from Germany and that the term Dutch is a corruption of the word "deutsch" meaning German. They settled in the Conestoga Valley in Pennsylvania, where they live today much as their forefathers did more than two hundred years ago. They wear odd, old-fashioned clothes, use horse-and-buggy travel, shun the use of mechanized conveniences, speak a language that developed from native dialects and English, as did our own "pidgin English," and

retain many of their old customs and traditions.

This De Angeli story created an interest that brought about the sharing by children of two other De Angeli books, *Up the Hill*, a story of Polish children, and *Thee Hannah*, a story of a little Quaker girl.

The week before Easter seemed a suitable time for sharing another story of the Pennsylvania Dutch, *The Egg Tree*, by Katherine Milhous. I found helpful material in an article "The Egg Tree and How It Grew,"² her Caldecott Award acceptance speech.

The traditional egg tree was said to have originated with the Germans and was introduced in America as an observance of spring, by the early Pennsylvania Dutch settlers. Miss Milhous tried to prove that this was true through research she did prior to writing the story, for she believed in her heart that the egg tree *was* an Easter custom of the holiday-loving Germans dating far back in time.

Children began bringing picture books from Japan, China, Korea, England, and Sweden to school and a collection of foreign picture books and their counterparts in English was displayed in the library. The mother of one of the pupils, who speaks German and French fluently, came one morning and translated several stories for the children's pleasure.



This experience which describes how material may be used to meet the natural curiosities of a growing child and stimulate and direct his interests demonstrates that the use of books and the library is not a separate area of experience, but can and should be closely coordinated with the development of a unit.

² Katherine Milhous, "The Egg Tree and How It Grew," *The Horn Book Magazine*, XXVII (July-August, 1951), 219-228.

For Just Plain Facts

Miss Ruth Hee, senior in the library science curriculum at the University of Hawaii, has found that professional magazines are a practical aid in the everyday problem of choosing the best books of facts to stimulate interest in science and answer the questions children so often ask. Miss Hee says:

Magazines help the teacher keep up-to-date with current methods and materials. Herbert Zim, author of excellent science books, has set up criteria to guide the teacher and librarian in selecting informational books.³ He shows us how we may choose informational books which are well-written and well-illustrated. He has convinced me that children will read such books voluntarily and for recreation to satisfy interests and curiosities and that children learn from both the pictures and the text.

In good books the facts presented are accurate and unnecessary detail and uninteresting generalities are omitted. Informational books are specific and cover a wide range of subjects. Many of them include activities and experiments children can carry out. There is no more satisfying experience for teacher and children than a combination of activity and purposeful reading.

For The "Problem" Child

"Bibliotherapy" is a new word in the teacher's vocabulary but it describes a need every teacher recognizes. The necessity to be aware of the personal problems and conflicts faced by the children in her class and to help them towards an understanding and acceptance of these problems. An article, "Bibliotherapy in the Middle Grades" by Hannah M. Lindhal and Katharine Kochwill⁴ will give every teacher who

³ Herbert Zim, "Informational Books—Tonic and Tool for the Elementary Classroom," *Elementary English*, XXIX (March, 1952), 129-135.

⁴ Hannah M. Lindhal and Katharine Kochwill, "Bibliotherapy in the Middle Grades," *Elementary English*, XXIX (November, 1952), 390-396.

(Continued on Page 46)

GROUPING HELPS CHILDREN SUCCEED

By Marie B. Clark

Teachers of grades four, five, and six know that in every classroom there is a wide range in the abilities, interests, and experience backgrounds of the many Johns, Marys, Sues, and Pauls who trip hopefully back to school in September. The "new" teacher holds the key to another year of adventure for these children and she will be held largely responsible for the growth and achievement, the happiness and security which they attain. Because teachers differ as widely as children in amount and kind of training, in energy, in resourcefulness, and in temperament, the effectiveness of any program — and of the reading program in particular — depends largely upon the teacher herself. The plan which works well for one may be quite difficult for another.

A plan which does not work at all is to have all children in the grade, be it fourth, fifth, or sixth, reading the same material. We are agreed that these children have widely different interests, abilities, and backgrounds. It follows necessarily that different materials and different approaches must be used to teach them all to read successfully.

Each day, as I face the children in my classroom, I am deeply moved by the conviction that every child has a right to his share of my help; that

Reprinted from the *Teachers Service Bulletin in Reading*, October, 1952, issued by The Macmillan Company.



Show me a child who is happy in school and I'll show you one who feels that he is an important member of a group, one who is conscious of personal achievement.

he not only expects to succeed, but also needs to do so; that he wants to read and read well; and that I am the one who must open the doors of learning to him in such a way that his hopes are realized.

Who is he?

He is the average child in the classroom. By average, I mean that his ability, his interest, and his past experience make it possible for him to carry the normal load for his grade level.

He is the below-average child. His reading ability may be two or more levels below his grade placement. Because of emotional insecurity, defective eyesight or hearing, prolonged

illness, or delayed readiness for the school program, he is not quite able to carry the regular work. He will need much extra help.

He is the gifted child—one might call him the neglected child. It has been said that about one per cent of the school population have Intelligence Quotients of 130 or above. Approximately half of these gifted children do not go to college. Many of them do not even go successfully through the grades. Too often the gifted child becomes bored or creates a discipline problem because he can read material two to six grades above his average classmate; his ability is not challenged, his interest is

not stimulated, and so he develops undesirable study habits. As a result his work begins to lag behind that of his classmates who may actually have less ability. It is time that we did something constructive to develop and use the abilities of this group.

Grouping Is the Answer

If reading instruction is to be effective for all these children of different abilities, grouping within the classroom is a MUST. How it is done depends upon the teacher and her training, the size of the classroom, the size of the enrollment, the materials available, etc. There should never be more groups than a teacher can handle at one time. Generally speaking, three is a workable number.

If possible, the furniture in the classroom should be so arranged that it is conducive to groupings. Tables and chairs or movable desks can be easily arranged. Screwed-down desks can be mounted on strips and arranged in a hollow square, double circles, or small groups. Or, the desks can be screwed to the floor after they have been arranged in group situations.

Grouping at the intermediate level may be according to the skills to be developed. These include: reading for information, recalling facts, noting details, predicting outcomes, finding the central idea, proving statements, outlining, summarizing, skimming, drawing conclusions, using the dictionary, developing word analysis (root word, prefixes, suffixes), and using various attacks in word recognition.

The most effective grouping takes into account children's interests. Boys and girls in grades four, five, and six are interested in everything—animals, science, mystery, adventure, biography, fancy, myths, current events, history, home, school, humorous stories—so there is ample choice for groupings. Whatever method is used, the groupings must be flexible so that no child will feel embarrassment because of his placement and so that every child may be an active participant in several

groups. A classroom atmosphere which encourages children to ask questions and find out for themselves is conducive to such flexible grouping. Interesting pictures, a library corner, bulletin boards changed often, science tables, display and storage shelves, plants, aquarium, terrarium, a workshop corner all help stimulate interest in various fields.

Use Test Results

The teacher should use the results of standardized tests, intelligence tests, diagnostic tests, individual cumulative records passed along by the previous teacher, as well as her own observation of each child's reading behavior in determining the level of instruction, based upon a careful analysis of reading habits and using materials within the reading level of the various groups, is necessary for the achievement of good results. Let us assume that we mean good results for every child, not for just a few. Within every group there is need for attention to individual differences which cannot be overlooked. Until the child is provided with material he can read, both his time and the teacher's are wasted. Durrell says, "A selection is considered too difficult if the child has difficulty with more than one word in twenty, or if he reads in a slow, labored manner."¹ Therefore, the material on which the group is to start work should be less difficult than this.

The manuals accompanying basal texts have a wealth of research and good teaching techniques behind them, and each particular reading series has a consistent plan of vocabulary and skill development. These make it possible for teachers to shift a child from one group to another as his needs and achievement vary. The manuals list books and selections for extended reading.

Handling Groups

Let us presume that for a particular class a basal text is used and that there are three groups. Three short reading periods are not satisfactory, but every teacher can have at least

¹ Durrell, Donald D., *Improvement of Basic Reading Abilities*, World Book Co., Yonkers-on-Hudson, New York, 1940.

two groups a day for special instruction. The children in the below-average group are a part of the entire class and need to be recognized as such. Those children want the regular text whether they can read it or not. They will be happy, reading in a different book, if they can still take part in the discussion with those of higher reading levels. This can easily be managed if the teacher will use the "each one teach one" method. An above-average child in the sixth grade will enjoy taking one child or a small group over to the reading table and reading the story to them. Then, during the discussion or sharing period, each child will be able to make his contribution. The superior group does not need as much supervised help from the teacher, but will have more time for extended reading activities: reference work, extensive reading in relation to the story, perhaps reading the entire book from which a selection is taken, doing recreatory reading, creating dramatizations, illustrating parts of the story, working in clay, developing marionette or puppet shows, making the marionettes and puppets themselves, and helping slower-learning children to get the story. This group, however, does need specific instruction in order to develop further their skills in reading. This is especially necessary in those school systems where systematic reading instruction ends with the sixth grade. In these schools the sixth-grade teacher must be certain that all the children in her class master the essential reading skills before they leave the grade. The average group will need more help from the teacher. The slower group will need intensive daily help.

While the average and above average groups are given instruction, the slower group will have a study time for work-type lessons or extended reading. While the average group is being aided by the teacher, the upper group may help the lower one. While the average and below-average groups are being guided by the teacher, the superior group extends its reading in various ways, reads widely in areas related to the

story, or does free or recreatory reading. Every third day or so, the three groups meet together, after they have had sufficient preparation for participation. Different groups may present various interpretations of the story; or they may re-create it for school assembly, the sharing period, or another group.

Poetry for All

For the enjoyment of poetry, which all children love if it is presented well, all three groups may be taught together. This is particularly good for the listening period. Then grouping may be effected on the basis of collecting poems the children like, creating original ones, or just hearing more read by the teacher or a good reader. All creating of poetry should be absolutely voluntary without any fear of threat or failure. The time has passed when children *had* to learn a certain selection or *had* to "make up" a poem. Every effort should be made to help children feel relaxed and comfortable during the poetry sessions. As they begin to feel the rhythm and musical quality of what is being read, they will begin to enjoy poetry.

Special Interests

Science and social studies offer excellent opportunities for re-grouping or for committee work. Herein lies the advantage of grouping *within* the classroom rather than *by* classrooms. It's fun to work with John and Harry in reading because they read about as well as George does, but George likes working science experiments with Howard and Guy, and in social studies it's fun to have some girls on the committee, too. These arrangements are possible because there are a dozen books with science experiments, about animals, the new plastics, television, magazine articles about the stars, airplanes, radar, space ships, etc. Within the group, each child can find material which he can read and interpret and which is different from all the others. One committee from each group goes to the school or public library to get more materials on the area under discussion. With so much available, browsing really is fun.

A class in social studies, for another example, is studying China. Committees are chosen for various sections. "How chosen?" one asks. Therein lies a method many teachers neglect to use. Let the children choose the part they want to work on; then help them find material they can use. There will be homes, ways of travel, schools, religion, government, the war, ways of making a living, natural resources, games and entertainment, customs, and many other phases. Material may be gathered from social studies books and readers from third-grade level up, through reference books, stories of Chinese life, newspaper articles, magazine stories, movies, filmstrips, etc. Globes, maps, pictures are invaluable aids also. The material available is unlimited to the wide-awake teacher who groups children according to interests and finds materials within their abilities. This cannot be done if every child is expected to do what everyone else does; if the slow learner is frustrated because the material is too difficult; if the gifted child is held back to the level of the average because the teacher "can't find enough hours in a day."

Reading for Growth

Reading is a systematic development of skills, an extension of interests, hobbies, etc., based upon the needs, abilities, interest, and experience of children, and no one ever "gets through." Reading is not a race nor is it a mold through which all must pass. Reading does make for individual progress and consistent growth.

How to group children depends upon the teacher's training and understanding. Grouping children is just as necessary in grades four, five, and six as it is in the primary grades; it is possible to do whether classes are large or small; it contributes to emotional security better if done within the classroom rather than by classrooms; groups must be flexible to be most effective. Teachers find such grouping a sure way to help every child succeed.



KEAAU ORCHARD MAY

OFFER FUTURE JOBS

Four and a half years ago, the first ohia tree was attacked by a bulldozer pushing through the forest-covered aa at Keaau, on the Big Island of Hawaii. Today, on some 640 acres of this ancient lava flow south of Hilo, more than 44,000 macadamia nut trees are growing.

First nut harvest is expected next year when 70 acres of the first planted trees are scheduled to bear their first substantial quantity of the tasty macadamias. Peak production of the orchard should be reached by 1970 when all the trees will be full grown.

At present, research on processing and harvesting is continuing, with the expectation that when the time comes to harvest the first crop next year, some of the problems will be answered.

While the work force at Keaau orchard is small, the macadamia nut culture may offer good opportunities for young people in Hawaii in the future. If Castle & Cooke's orchard proves successful, and the mainland demand for the tasty nut is built, other orchards will undoubtedly be started. With proper soil and rain conditions marginal acreage in macadamias could prove a profitable investment for many small farmers.

The value of an art program in public education is a question that has been discussed, derided, extolled and battled pro and con at countless meetings on almost every level of the educational hierarchy as well as by the general public. Yet its worth remains for all too many people a hazy, ill-defined idea held in sufficient respect to be nominally included in the general education program, but not understood and therefore not utilized fully. How many people know *how* an art program is valuable? Or *why* it is valuable in a student's development? Or *what* functional, specific purpose art serves in the public educational system?

Recently, in drawing up a discussion of the arts program in the schools with which I am connected I had occasion to show the paper to several teachers who expressed surprise that art was more than "just fun." Since then I have been asking around and usually get very nebulous, ill-considered (or unconsidered) answers that are the result of misconceptions of the fundamentals of art, of its role in our society, and of its function in relation to public education.

The usual views of laymen (and, unfortunately, many teachers) on this subject fall into a few general classifications: (1) art is fun; (2) it is "nice" to know about art; (3) art classes in school may discover and develop talented children; (4) art acquaints the student with different materials and provides means of communication; (5) art tells the teacher about the child's "sub-conscious."

If this is all an art program has to offer, I, for one, am against it. Such a program does not offer sufficient return for the expenditure of money, time, or effort, nor does it contribute enough to the necessary aims of public education. Let us examine these various recommendations.

Art is fun. Of course. Also fun is teasing the little girl at the next desk or shooting paper wads at the teacher. Yet these things are not included in our public school system, or even advocated by it. Simple "fun-

Why Do We Teach Art in the Public Schools?

Certainly not because it is "fun"
or in the hope of developing artists

By David Guillaume

ness," without some educative value, has little place in public education.

It is nice to know about art. Again, of course. But again, if this niceness is the only quality in its favor, art should certainly be taken out of the curriculum. This concept is not only shallow and unproductive from the point of view of education, it is fatuous in the extreme.

As for the discovery and nurture of talent, no public school can do a proper job in this area. This is the province of specially trained instructors in a specially designed curriculum.

Developing the acquaintance of the student with different materials, while undoubtedly desirable, could be done in more immediately practical fields where the materials and tools of every-day living in our mechanical world were explored and investigated. The same could be said for the statement that art provides a further means of expression and communication. Undoubtedly this is true, and the importance of art as a means of expression and communication cannot be passed over. However, for a public school system to include art in its program only because of this quality would be ridicu-

lous. Better far that the students learn technical blueprint reading and foreign languages—skills of immediate value (and certainly means of communication) in our world.

The idea that art provides a quick, easy way to the understanding of a child's psychic disturbances, desires and frustrations is pure misconception, and one that can have serious, even disastrous, results. An individual art work can no more give a reading of an individual's personality than can a single telephone conversation or a chance meeting on the street. In order to understand the psychological implications of a child's work it is essential to know very thoroughly all the other factors of the child's behavior, background (experiential and physical as well as vicarious), intelligence, etc. Any evaluation on less information can be no more than vague approximation at best.

All of these qualities and attributes of art, then, are interesting, exciting, desirable—but none of them is concerned vitally enough with the goals and functions and purposes of public education to warrant the inclusion of art in the curriculum. Public education systems are concerned



A brush and paint plus freedom to think and work make art a creative experience not just a curriculum frill.

not with developing aesthetic philosophers, artists, or connoisseurs, but with the problem of developing a citizenry that will be productive and active in our system of social organization. This social system, known as the democratic way of life, demands of each citizen an active, constructive participation in the life and functioning of the society. The contribution that art makes to our educational system, and the quality that keeps it from being simply a frill, establishing it firmly as one of the fundamental and essential areas in democratic education, is the development of this positively aggressive thinking and action.

Any creative work of art is dependent on this kind of thinking and is the result of three integrated elements indivisible in actuality but segmented here for the sake of discussion: 1. INSPECTION, 2. EVALUATION, 3. EXPRESSION.

Inspection—the artist inspects his world, studies and analyzes it. He gathers certain facts about his environment. These insights may come from actual experience (looking at a real thing—a tree, a figure) or may be drawn from vicarious experience (from having read about, or heard about). The same applies to the world of ideas.

Evaluation—having amassed a body of facts by inspection, the artist now decides, on the basis of past experience and value judgments, whether these facts — happenings, things, ideas, etc.—are for him good, bad, indifferent, big, small, medium, bright, dull, sad, gay, etc. The artist makes up his mind in step two about the data he collected in step one.

Expression will be a direct result of this decision. It may take the form of a work of art—a dance, a bowl, a piano concerto, a painting, (or, if the findings of step two are not sufficiently stimulating, nothing). The quality of the expression will depend on the individual's power of analysis called into play in step one, and the profundity of his value judgments exercised in step two, coupled with the technical skills utilized in step three.

Obviously, this positively aggressive thinking is the kind essential to the social structure and functioning of a democratic system. In selection of representation in government, for example, the same process of inspection, evaluation, and expression should be used—an inspection of a candidate's qualifications, and evaluation of these qualifications and, finally, an expression (through the use of franchise or through campaigning) of one's support of, or opposition to, the candidate. Such thinking does not allow an acceptance of stereotypes—whether political, mental or visual.

This partitioning into inspection, evaluation and expression, as has been noted before, is an artificial but, for study, necessary division of the creative process. This process is, for the naive, largely a random action, the various steps of the process being gone through on a purely emotional level. It is desirable that these reactions be developed and intellectualized to the point where they become as intuitive as walking, another learned process which soon becomes an automatic response.

Of course, not all art activity will result in the kind of thought-process desired. If a child is forced to copy, or fill in color-books, or work from

pre-determined designs, or is restricted in the ways he may or may not work, there is no complete creative experience possible. And it is only by vigorous mental and physical investigation and participation that this quality of thinking can be developed through a complete creative experience.

Also, even with a creative art program, there can be no guarantee of carry-over to other areas. If the rest of the child's training is stifled into compartments, or if the teacher lacks the imagination, insight and ability to encourage and direct this integration between areas, it is unusual that the student will accomplish it by himself. However, where the atmosphere is permissive, creative and outgoing, art, by providing an experience complete from investigation to final expression, can be a very strong contributing factor in the development desired. This process and quality of thinking should be developed to the point where not only an art problem is approached and worked through in this way, but all problems and situations. To be effective, the process must be cultivated to the point where it becomes as intuitive as walking and is brought into play automatically.

Art is not the only field which includes these basic, democratic qualities. It is, however, the only field dealt with by schools in which all phases of these qualities can be utilized and developed to the fullest. Calling on numbers of the senses and emotions, and demanding active, aggressive participation and thinking (as art does) the field offers one of the most direct and all-embracing concentrations for the development of the ideas and ideals we deem desirable and necessary.



By Irene H. Timko

PARTNERS in the Classroom



Parent-teacher-pupil bonds form the
bases for better classroom management

As we look in upon this particular classroom, we perceive the busy hum of the purposeful work that is being carried on by its tenants. A closer examination reveals the leader busy among her charges — assisting here and there, a soft word now and then, a moment of thoughtful consideration at a point of query, a quick understanding smile that immediately finds a like response. One is impressed by the prevailing air of tranquility that is coupled with the spirit of a definite drive towards a goal by the members of the group, pupils and teacher.

Yet, in viewing this situation we may rightfully ask, "Is it always this way, functioning so smoothly?" Of course, the answer will be "No." There are times when the air will be sparked with electricity! What then?

To some the decorum of the classroom encompasses discipline as an ever-present task being solved through daily living. To others, discipline is considered as separated

from the environment in which the infraction occurred: something either settled by a quick reprimand or dealt with later, far removed as to time and place.

Can a behavior problem be settled so simply? What are the facts to be considered in a successful solution of disciplinary problems? How can the teacher enlist the aid of those primarily interested in the child's achievements, so that the school and the community are successfully working towards the fulfillment of the objectives of a well-balanced, rich, purposeful life?

What results can we expect if the home and school work together on problems of child development? What is the teacher's role in bringing about the needed understanding?

School is More Than 3 R's

Our own philosophy of education should be the basis of our tasks, both long-range plans as well as our immediate undertakings. The writer subscribes to the philosophy of the

Chicago Public Schools which states that education not only "serves all the people in a democracy striving to develop high democratic ideals, but also changes behavior; deals with all aspects of life; functions through many agencies; is continuous through life; aims at self-direction; and provides for intelligent adjustment to social change." Thus, the necessary tools of learning include not only the three R's of academic ability but also the three R's of citizenship — Rights, Respect, and Responsibility.¹

In order to achieve the goals of the school, we must enlist the aid of the entire community. All citizens, whether or not they have children in school attendance, must be recognized, since each will exert some measurable influence upon the school. We must get to know our community members and they must know us.

¹ Earl J. McGrath, "Reply to the Criticisms of Public Education," in *American Teacher*, Vol. 36, p. 24 (March, 1952).

It is recognized that attitudes of the parents are largely made up through their children's daily contacts with their teachers. Nevertheless, it is essential in guiding children to satisfactorily solve their daily problems that parents and teachers be not only friendly but cooperative toward each other. We should strive for an understanding, an appreciation of the different attitudes of parents and teachers toward children.

It is quite conceivable that a good school can provide the proper atmosphere for wholesome experiences in daily living, but because of the human elements involved, infractions may occur. How do we face them? Are we to impress children with their misconduct or allow them to go scot-free? Will a reprimand arouse antagonism?

Let us examine other measures that would be more effective.

(1) Group discussions, including but certainly not aimed at the wrongdoer, can be held. Any action that is planned must be acceptable to both the group as a whole and to the individuals within the group. Such discussions can lead the group to sense the teacher's aspirations to be fair. She must be a member of the group—not as the dominant adult, but as an experienced leader. If a firm bond of friendship is built—a friendship not only between the group and the teacher but among individual members of the group—that bond can be stretched, but not broken. The trust that the teacher has in her group will be reciprocated.

(2) Use of peer group discipline based upon democratic ideals can be another persuasive procedure.

(3) A private chat with the wrongdoer may be most effective.

Children have a right to know what is expected of them; therefore, consistency and firmness are necessary. We all have our own methods of discipline. One teacher's methods may be ineffective when used by another. Keeping the child's welfare in mind, we can readily realize the varied pattern a child will need

to understand if he is under a departmentalized plan of school organization. In all our activities, we should remember that we are striving for the student's attainment of self-direction, self-realization, and self-regulation.

Despite a well-organized, democratic classroom, a disturbance of major proportions can occur. By foreseeing the possibility of such a misdemeanor, the teacher can lay the groundwork for the combined handling of the problem. Our channels of communication between teacher-administrator-parent must be cleared. We are then aware of each other's problems and aspirations. We can, with the child's assistance, help him not only in his acquisition of a knowledge of the formal subjects, but in the attainment of those ideals which we have indicated in our philosophy.

Reaching Out to Parents

In reaching out to the parents for a helping hand, we must be in agreement first, as teachers, as to the goals we are trying to seek. We should, as a group, have a justifiable pride in our profession, plus a heartfelt concern for our students, so that we can move towards our primary motive—meeting the child's needs and interests.

In the past most of our meetings with parents were formal and restrained. The parents were defensive because the results of their homes were being discussed; the teacher was equally ruffled because her pedagogical skill was being questioned.

The teacher sees the group *and* its members; the parent only sees one—*her own child*. Herein lies the crux of our problem. The teacher and the parent must not only be cognizant of each other's problems and motives, but, through a mutual understanding of them, strive to see the *one* child within the group—in a single view—from a unified parent-teacher's viewpoint.

The teacher must be willing to recognize some salient facts; that the parents' understanding of the child surpasses that of the teacher of any one student; that the home affords

the child a continuity of experiences that the school cannot offer; that a mother ascertains the school's efficiency through the success and happiness of her child.

We can resolve this issue in several ways;

(1) Through invitations to parents to view their children's school work;

(2) By telephoning parents about absenteeism and conveying the spirit of friendliness in a short, personal chat;

(3) Through active participation at parent-teacher meetings or pupil-parent-teacher gatherings;

(4) Through requests for interviews;

(5) Through casual meetings in and outside the school proper;

(6) Through an understanding of the "why" of school regulations by pupils and parents so that the rules are meaningful, not merely a set of formal directions.

This type of relationship with the parent is not too difficult to attain. If the teacher is sincere, she will find the parent, in the quest for this mutual understanding and assistance, a willing and a most happy partner. The invitation must be extended and kept on a high level of sincerity.

The importance of the tone of the conference cannot be over-emphasized. It is essential that the conversation be on the parents' level of understanding; let us not be glib in the use of our professional language. Do not imply in your attitude or voice that you are talking *down* to their level. Let us be friendly, sincere; remembering always that we may be experts in *our* fields but not in *all* fields.

In conferences we should be objective, giving helpful suggestions after the parent has been drawn into the conversation on a give-and-take basis. There is nothing so frustrating to the parent as having received no suggestive avenues of approach to a possible solution to the problem. The parent was aware that something was wrong because she was called to the school, and she



stirs up painting interest

ARTISTA^(R) Powder Paint offers rich opaque color in a highly convenient, inexpensive, 1-pound package. 23 non-toxic colors. For free descriptive folder, write Dept. ST.

ARTISTA[®]
powder paint

BINNEY & SMITH CO.

New York 17, New York
San Francisco: 5 Third Street
West Coast Factory: Los Angeles

Hawaiian Representative:

MAX BASKER & SONS

15 South Hotel Street
Honolulu, T. H.

Celebrating 50 Years of CRAYOLA^(R)
Leadership

became more conscious of it during the conference. By means of a mutual understanding of the problem, the parent, the pupil and the teacher can plan some means of action.

Have we reached a correct decision about the child? That will depend upon the degree of understanding between pupil, parent, and teacher. If we bring into the conference—the pupil, with his immediate needs and interests; the parent, with his concerns and understandings of his child; the teacher, with her pedagogical skill—certainly some degree of agreement will be reached. The interview should end on a friendly, confident tone so that the parent will feel that something has been accomplished; that he would like to return at a later date on his own initiative.

We Must Seek This Partnership

Let us return to the classroom previously described. We can now realize that in this purposeful classroom the control underlying the group is one of self-direction, group discipline, group consciousness. The teacher is not the dominant factor of the group; the children regard her as a friend, a leader. There is a bond of friendship between them as well as the realization that there is really a tri-relationship existing in this classroom. The parent, unseen in this classroom, is a partner in the project.

Thus, the teacher feels that, in this unseen but active partnership of the community in the work that is going on in the classroom, there is real cooperation in working toward desirable child development.

The classroom teacher holds these things in her hands—it is up to her to bring about these relationships. Parents look up to her because of her interest in the welfare of their children—her students. We must seek this parental partnership; having gained it, we must hold it.

One happy, contented parent will spread the news of the teacher who is both approachable and understanding. The way toward complete cooperation is neither difficult nor easy for it will not be a one hundred per cent gain. We can strive for it, revel in the associations that we make and allow each to lead us on to further happy relationships. The teacher will not only take pride in the successes of her pupils but will have the satisfaction of knowing that her community partners are equally proud.

The children, recognizing this, will live within this understanding—this bond of friendship that will exist between their parents and their teachers within, and beyond, their school.

Save for a Purpose

Open a Checking Account
Open a Savings Account

THREE CONVENIENT OFFICES
TO SERVE YOU NOW

Hawaii's First Insured Bank

AMERICAN SECURITY BANK

Member Federal Deposit Insurance Corp.

Head Office Makiki Branch
King and Nuuanu Beretania at Piikoi
Phone 5-3955 Phone 5-9501

Liliha Branch
411 N. School St. Near Liliha
Phone 5-9927

Where every depositor is insured up to \$10,000

Borthwick Funeral Parlors



DISTINGUISHED SERVICE THROUGH THE YEARS

1562 Nuuanu Ave. Phone Day and Night 5-9158; 5-2871 Day Honolulu 17, T.H.

HONOLULU SCHOOL SHOWN IN LIGHTING NEWS

Featured in one of the recent numbers of *School Lighting News*, a publication of Electrical Information Publications, Inc., is one of the classrooms in the new Washington Intermediate School, Honolulu. Also shown as examples of good lighting are classrooms in various mainland states. Discussing the need for proper light in schoolrooms, the booklet says, "The lighting installations in thousands of school rooms are still dangerously below minimum standards—still lag far below other educational facilities. Fortunately, however, knowledge of effective lighting techniques has been developed to a high degree in recent years."

The fixtures shown in the Washington picture are the diffused fluorescent type, commonly called the "egg-crate" fixture. The room has three of these near the ceiling, and extending the full length of the classroom.

"Everyone expects the principal to be lavish with encouragement and compliments for teachers; but few think it necessary to do likewise for the principal."

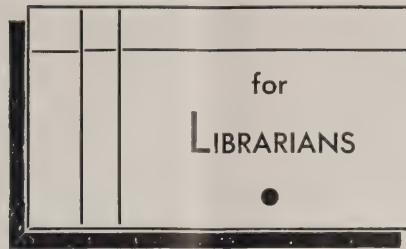
—O. H. Schaaf in *Ohio Schools*.

Dr. Joseph G. Molner, health commissioner, Detroit, Michigan, used the theme "Foster Fine Family Living" to suggest in a Social Hygiene Day news release that parents realize that children learn most about personal living from the examples they see in their homes. Be ready to talk to their children in simple language and without embarrassment.

Set an example of successful marriage and family living as part of education in personal living.

Be willing to share their problems in child guidance with experienced persons such as the teacher, minister or family physicians.

—*Social Hygiene News*, June, 1952.



When you need supplies for your library, remember—we're only hours away by airmail.

All of the standard supplies and furniture shown in our catalog are carried in stock—ready for immediate shipment.

Make your selection and send it airmail—to one complete, dependable source.

Prices are current U. S. list prices. Transportation charges are prepaid to the port of export.



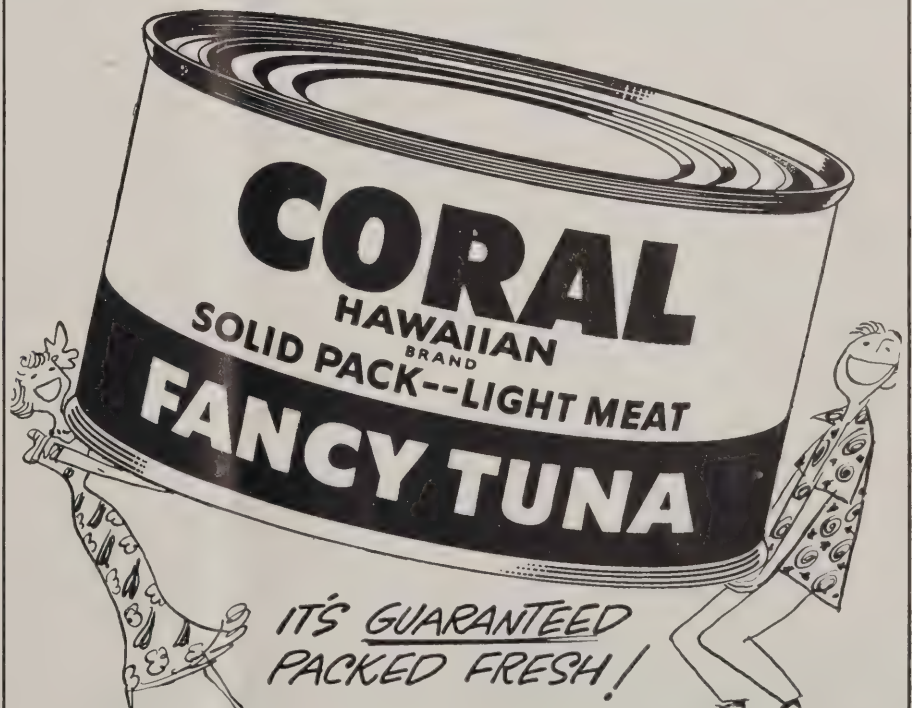
Library
Supplies

GAYLORD BROS., INC.

29 N. AURORA ST.

STOCKTON, CALIFORNIA

4 out of 5 choose CORAL



THE SINGER SERIES *In Hawaii*

THE PROSE AND POETRY SERIES LITERATURE

PROSE AND POETRY of England . . .	12
PROSE AND POETRY of America . . .	11
PROSE AND POETRY for Appreciation . . .	10
PROSE AND POETRY for Enjoyment . . .	9
PROSE AND POETRY Adventures . . .	8
PROSE AND POETRY Journeys . . .	7
PROSE AND POETRY, The Firelight Book	6
PROSE AND POETRY, The Blue Sky Book	5
PROSE AND POETRY, The Sunshine Book	4
PROSE AND POETRY, The Emerald Book	3

Teachers' Manuals Tests, Exercises

THE ENJOYING ENGLISH SERIES LANGUAGE

ENJOYING ENGLISH	12
ENJOYING ENGLISH	11
ENJOYING ENGLISH	10
ENJOYING ENGLISH	9
ENJOYING ENGLISH	8
ENJOYING ENGLISH	7

Teachers' Manuals Tests, Exercises

THE HOW AND WHY SERIES SCIENCE

WE SEE	Pre-primer
SUNSHINE AND RAIN	Primer
THROUGH THE YEAR	1
WINTER COMES AND GOES	2
THE SEASONS PASS	3
THE HOW AND WHY CLUB	4
HOW AND WHY EXPERIMENTS	5
HOW AND WHY DISCOVERIES	6
HOW AND WHY EXPLORATIONS	7
HOW AND WHY CONCLUSIONS	8

Filmstrips Teachers' Manuals
Companion Books



Write to

THE L. W. SINGER CO. INC.
SYRACUSE, N. Y.

THE RICH REWARD

(Continued from Page 36)

reads it suggestions for books she may use to provide the needed help.

The article begins: "How can I help Mary to overcome her feeling of inferiority? What can I do to instill courage in Bob, who is facing a situation of insecure home relationships? . . . Is there some way of inspiring Dick to feel that his talents, although not academic, can be an outlet for happy achievements? . . . What is the stimulus that Bill needs in order to realize that an individual's acceptability in a group is largely dependent upon his willingness to cooperate, to share, and to show good sportsmanship? How may Jean be guided in recognizing that her attitude of snobbishness is the outcome of her false evaluation of racial and economic status?"

There are over 45 titles of children's books listed under the headings: Adjusting to school, economic insecurity, feeling of inferiority and not belonging, feeling of superiority, meeting trouble and facing responsibility, personal fears, physical handicaps, racial insecurity. A teacher may select titles suitable for individual children or choose some of these books for her classroom library to have available to help meet these needs as they arise.

My choice of a book to share in order to emphasize the theme for American Education Week: Children in Today's World—Their Heritage was *They Were Strong and Good* by Robert Lawson. He describes his purpose in the foreword:

"This is the story of my mother and my father and of their fathers and mothers.

"Most of it I heard as a little boy, so there may be many mistakes; perhaps I have forgotten or mixed up some of the events and people. But that does not really matter, for this is not alone the story of my parents and grandparents, it is the story of the parents and grandparents of most of us who call ourselves Americans."

Robert Lawson has given us a wonderful portrait of American con-

flicts and ideals. In words and pictures the qualities of courage, of individuality, of personal integrity found in this book make one proud to be an American.

It was this book, *They Were Strong and Good*, which Elizabeth Vining, American tutor to Prince Akihito of Japan, chose to give the young prince for his first lessons in reading English and for a concept of Our American Way of Life. So in presenting this book I spoke about Mrs. Vining and the stories she has written for children.

After having shared this story with a fifth grade, I was granted one of those experiences which make teaching seem a wonderful and worthy life work. Three fifth grade boys (one of Japanese ancestry, one part Hawaiian, and one "haole" recently from the mainland) who with their class and their teacher, Mrs. Shirley Fujita, had been reading about early America, wrote this sincere expression of their thoughts in the following poem:

THANKSGIVING POEM

All year round, need we give thanks!
Our Father in heaven our praise we give

For our Country great for all good
Yanks,

For freedom so dear. Let our Heritage live!

—Dick Tanimura, Richard Weaver,
Bastel Bekeart.

University Elementary School,
Room 5-116.

MONDAY, TUESDAY, WEDNESDAY—NOV. 2, 3, 4

KIWANIS TRAVEL SHOWS

ROOSEVELT HIGH SCHOOL

Free Bus Service from King & Piikoi Sts.
Starts 7:15—3 trips

Alfred Wolff—"PORTUGAL & MADEIRA"

- Portugal—the most overlooked country in the world by travelers. About the size of the state of Maine, it has been called the "World in Miniature."
- Madeira—the world's most beautiful Island—more beautiful even than Hawaii!

Tickets on sale at

Honolulu Finance & Thrift Co., Ltd.

821 Alakea Street or

Phone 5-2996 (days) — 74-5578 (eves.)



Good Recent Reading

Louise Cocroft

Publicity Director, Library of Hawaii

Book reviews by Mrs. Cocroft over KGMB Saturdays at 12:15 p.m.

Each week the Library of Hawaii displays on a table in the lobby the new books which have been added to the collection that week. All the books bought by the Library are exhibited so that readers may look them over before they go out in circulation. The books are displayed from Tuesday to Friday and I'd like to tell you of some brand new novels which have recently appeared on the new book table at the Library.

Golden Watch by Albert Halper is called a novel, but it reads more like a series of detached stories about the same characters, which it actually was originally. They were written at intervals, since the early 1930's, approximately the time when Mr. Halper was writing social history in such novels as "The Foundry" and "The Chute."

There is a soft folk quality in the **Golden Watch**. It is rich in humor and the plain speech of common people, with lilts of irony and pathos. The humor resembles that of Satorian's, except that it is less contrived. The characters turn no backward somersaults to catch the reader's interest. They aren't, in fact, even conscious of the reader. Perhaps the deliberate composition accounts for the compactness, the well-disciplined narration, which evokes a sympathetic response from the reader.

Stephania by Ilona Karmel is a story of one year in the lives of three women in ward 5 of the Stockholm Hospital for the Handicapped — little Thura, sixteen, completely paralyzed by polio; Froken Nilsson, with a fractured leg and too much

fat; and Stephania, the Polish-Jewess with the lovely clothes and beautiful face and the hunched back.

Writing English as if she had been born to the language, Ilona Karmel has composed a novel of admirable restraint. She has used fresh material, made her characters very human, and has achieved remarkable success in depicting the evasiveness of doctors and the mock frankness of nurses toward patients.

A novel such as this, set within the narrow confines of a single room and dealing with lives so cribbed by circumstance, might easily have bogged down in trivia or moved with a leaden pace across monotony. Thanks to Miss Karmel's skill and compassion, she enlists the reader on the first page of her first book and holds his interest to the last.

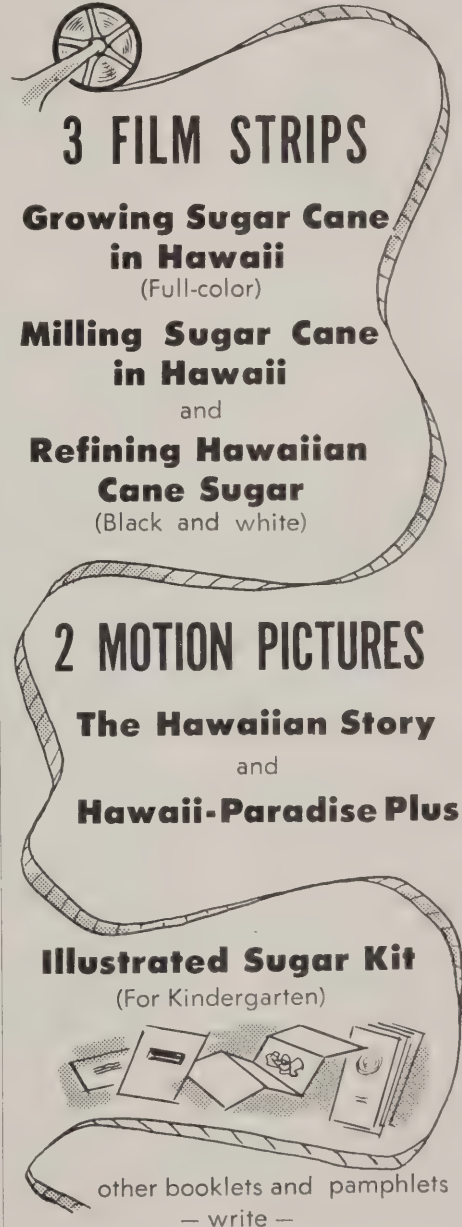
Blanket Boy by Peter Lanham and Mopeli-Paulus is a touching and delightful work which is in no sense merely propaganda. Monare, the Blanket Boy from Basutoland, now takes his place alongside Kumalo of "Cry The Beloved Country." Here, for the first time, is a novel created by the collaboration of a white man and a black, and it tells, with sad conviction, what it is like to be an African in South Africa.

The authors have shaped this into a moving and dramatic story. Because a Basuto conceived this tale there is realism in it and compassion too, in pages that reflect the unhappy lot of the Negro.

Emotionally successful, **Blanket Boy** is unassuming and forceful in its directness and is an enlightening documentary of black and white.

Available to Schools

Hawaii's SUGAR STORY on Film



3 FILM STRIPS

**Growing Sugar Cane
in Hawaii**
(Full-color)

**Milling Sugar Cane
in Hawaii**
and

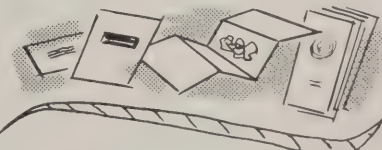
**Refining Hawaiian
Cane Sugar**
(Black and white)

2 MOTION PICTURES

The Hawaiian Story
and

Hawaii-Paradise Plus

Illustrated Sugar Kit
(For Kindergarten)



other booklets and pamphlets
— write —

HAWAIIAN SUGAR PLANTERS' ASSOCIATION

P. O. Box 2450, Honolulu

EXCLUSIVE FEATURES

that lead to better classroom results wherever used!



AMERICAN UNIVERSAL "TEN-TWENTY"® DESK



Top Shown at
20° Slope.

The American Universal "Ten-Twenty" Desk (No. 436)—known as the "key to the co-ordinated classroom"—provides the only desk-top that is adjustable, easily and quietly, to these *three* approved positions.

1. 20° slope top, for greatest ease and visual efficiency in reading, writing, drawing.
2. 10° "conventional" slope top, for occasions where lesser slope is desired.
3. Level top, best for manipulative tasks and group discussions.

In addition, the "Ten-Twenty" offers the only *automatic fore-and-aft* seat adjustment for focal adjustment to all tasks. Seat also swivels 45° either way, reducing body twist for right or left hand and eye preferences, and permitting easy ingress, egress.

These advantages afford positive relief for both bodily and visual stresses and strains. Pupils remain relaxed regardless of the positions they assume. Results are better mental attitudes, easier teaching and learning.

The entire desk is movable, permitting full flexibility of arrangement. Book-box is of sanitary, one-piece-steel construction, rounded for ample knee room.



FREE BOOKLETS

"Education Grows" and "The Co-ordinated Classroom"—two informative works on recent educational developments.

AMERICAN SEATING FOLDING CHAIRS

Outnumber all others in school use! Unequaled for strength, comfort, safety, convenience. Three popular seat styles, 5-ply formed birch plywood, shaped steel, and imitation-leather upholstered. Over 10 million in use. Write for free illustrated catalog and ask about new low prices.



American Seating Company

WORLD'S LEADER IN PUBLIC SEATING

749 Kailua Rd., P. O. Box 1133

Lanikai, Oahu, T. H.

★ ★ *Education Associations* ★ ★

JAMES R. McDONOUGH
Executive Secretary
Hawaii Education Association

American Education Week

Schools throughout the nation will observe American Education Week, November 8-14. The central theme for this year's observance is addressed to the individual citizen: *Good Schools Are Your Responsibility*. The daily topics relate to various aspects of the modern school program and to some of the schools' most urgent needs: Sunday, November 8—*Moral and Spiritual Foundations*; Monday, November 9—*Learning the Fundamentals*; Tuesday, November 10—*Building the National Strength*; Wednesday, November 11—*Preparing for Loyal Citizenship*; Thursday, November 12—*The School Board in Action*; Friday, November 13—*Your Child's Teachers*; and Saturday, November 14—*Parent and Teacher Teamwork*.

American Education Week has been observed annually since 1921, when it was established by joint action of the National Education Association and the American Legion, "for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting these needs." On a national level the sponsors are the National Education Association, American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

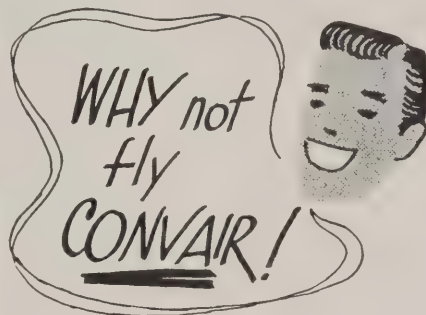
Both the National Congress of Parents and Teachers, through its president, Mrs. Newton P. Leonard, and the American Legion, through its national commander, Lewis K. Gough, had a part in the N.E.A. Convention. (H.E.A. page, Review—September 1953.)

The Hawaii Education Associa-

tion will spearhead plans locally for this observance for schools and P.T.A. groups. Other local groups will be the Department of Public Instruction, the Hawaii Congress of Parents and Teachers, and the American Legion, working in cooperation with community and business groups.

Our public schools are an investment in freedom. If the public schools are to serve today's children effectively, they must be equipped with the teacher-power, materials, and financial resources needed to meet increasing enrollments. If they are to shoulder huge responsibilities in our national security, their integrity must be upheld and their program strengthened. If they are to continue to be one of America's best weapons in fighting the ideologies which would destroy the very foundation of our free government, they must be supported as bulwarks of our security. If they are to continue to inspire and prepare our children to win new victories for freedom, they must not be allowed to become second-rate institutions.

The Pledge to Children, adopted by the Midcentury White House Conference, December 7, 1950, clearly indicates the need for good schools and the responsibility the adult world must assume to provide them. Each item indicates the need for schools, parents, and community to work together for good schools if our youth are to fully realize their heritage. We refer you to the *Hawaii Educational Review*, February 1951, for the Pledge because of its significance in keeping with the theme "Good Schools are Your Responsibility."



See the wonders and charms of the

NEIGHBORING ISLANDS

Oahu — Kauai — Molokai

Hawaii — Maui — Lanai

And fly in
Hawaiian Airlines' new

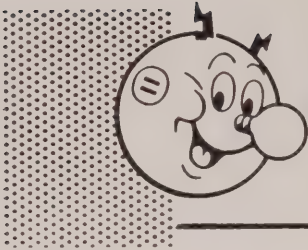
CONVAIR

at no extra cost

**HALF-FARE
FAMILY PLAN**

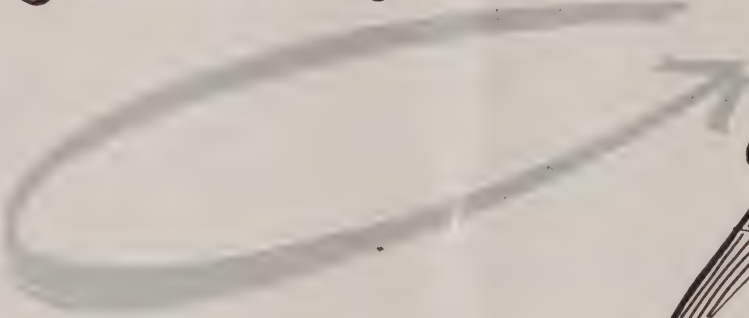


**HAWAIIAN
AIRLINES**



Reddy says:

"if your wiring's like this..."



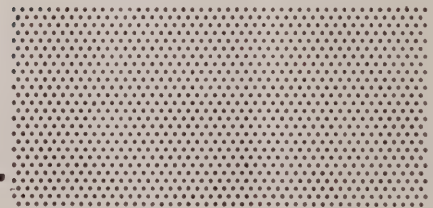
...switch to this!"



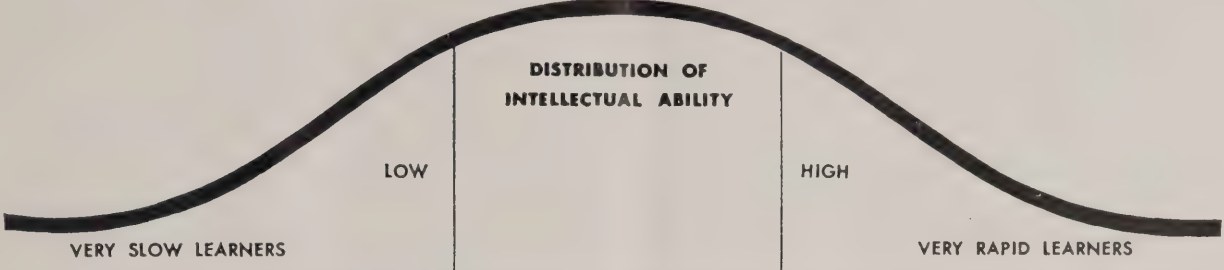
Have light switches — outlets, too—installed in handy spots. Costs little to modernize and your home will be safer, lots more convenient and you make the most of electrical living!

THE HAWAIIAN ELECTRIC CO., LTD.

Your home-owned electric utility
Bringing you better living — electrically



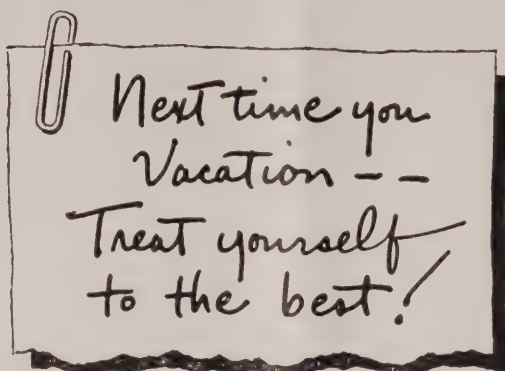
Educational Provision for the Deviates — A Contrast

		
LOW	DISTRIBUTION OF INTELLECTUAL ABILITY	HIGH
VERY SLOW LEARNERS		VERY RAPID LEARNERS
We are concerned about them We sympathize with the handicapped They challenge our belief in democracy	<i>Attitudes</i>	"The bright can take care of themselves" We tend to suspect the very bright To favor them is to be undemocratic
Many instruments Highly trained experts Much research	<i>Identification</i>	Few instruments Few highly trained experts Relatively unexplored area
Much special training Special licensing Salary bonus	<i>Teacher-Training</i>	Little attention by training agencies "Anybody can teach the bright" Little, if any, recognition
Much research Special adaptations Life adjustment Homogeneous grouping Special courses and classes	<i>Curriculum and School Organization</i>	Too little research Inflexibility Traditional courses "We need a few of the bright in every class, to help the rest" Too few honors classes and schools
Individualized teaching Problem-solving approach Rich audio-visual and other aids Goal: Every pupil must achieve his own maximum	<i>Teaching Procedures</i>	Group teaching Text-book-centered approach Ordinary instructional aids Goal: Every pupil must achieve the teacher's minimum; emphasis on mediocrity
Specialized rooms and equipment At least twice the average expenditure per pupil for supplies	<i>Equipment and Instructional Materials</i>	Few special facilities Normal expenditure per pupil
15 to 20 pupils per teacher	<i>Class Size</i>	30 to 35 pupils per teacher
Sub-normal	<i>Teaching Load</i>	Normal
We hope for: Reduced delinquency Improved citizenship Individual happiness Social safety	<i>Social Outcomes</i>	We too often get: Increased delinquency Doubtful citizenship value Considerable unhappiness Loss in potential contribution to society Justifiable criticism by colleges, and lack of school-college articulation

Reprinted by permission from *Education Summary*,
February 5, 1953

Prepared by Morris Meister, Principal, Bronx High School of Science,
New York, for the American Association for the Advancement of Science.

**KONA
INN
★
KAUAI
INN**



Start planning now for your next "break"—whether a full scale vacation over one of the school year's scheduled holiday periods or a quick week-end along the line. You'll work better and feel better for an occasional change of scenery. Money spent on relaxation is money invested in health . . . and the cost of a holiday right here in the islands is surprisingly little. *Inquire about our kamaaina rates.*

For information, rates and bookings --

INTER-ISLAND travel service

2217 Kalakaua Avenue

Honolulu

FOR
DEPENDABLE SERVICE
CALL

**City Transfer
Company, Ltd.**

**hauling
packing
shipping
storage**

Agents All Over the World

610 Fort Street
(Across from Irwin Park)

Telephone 6-3581 — 5-6479

**1 PICTURE
is worth
1000 WORDS**

More interesting and
effective classroom
hours for teachers
and students
who can
SEE
the subject



HONOLULU PAPER CO., LTD.

Ala Moana at South St.
Phone 5-5971

**MAPS OF
ALL TYPES**

Political—
Simplified Political—
Colored Outline—
Historical—
Biblical—
Land type Cultural—
Physical Political—
Comprehensive—

**GLOBES AND
CHARTS OF THE
WORLD**

Markable and
Washable
for continual use

Hawaiian Souvenirs

★

Specializing in
NATIVE CARVED WOODS
Bowls • Trays • Novelties
KUKUI NUT JEWELRY

★

MID-PACIFIC CURIO STORE
45 S. King St. Phone 5-5425

When You Think of
INSURANCE

Think of

ALEXANDER & BALDWIN, LTD.
INSURANCE DEPT.

P. O. Box 3440 Ph. 6-3941

(Representing THE TRAVELERS, Hartford)

Successful Principals . . .

exhibit real expertness in human relations and take a genuine interest in the good fortunes, worries and difficulties of associates

keep their associates informed concerning the more perplexing problems of schools and encourage staff participation in their solution

know how to delegate responsibility and how to allow freedom in discharging it

do not irritate their colleagues by petty regulations that are designed primarily to control the few

are courageous in protecting associates against unwarranted criticisms by pupils, parents, or pressure groups

make vigorous efforts to cultivate in pupils an enthusiastic loyalty, a strong pride, and a real affection for a given school

are generous in commending good work of associates, pupils, and parents

resist temptations to become cynical, pessimistic, and disgruntled, and exhibit a real enthusiasm for the importance of their work

grasp the broader educational or organizational problems of schools and do not get lost in a maze of time consuming details

strive for teamwork and usually use "we" and "our" rather than "I" and "mine" in discussing successes and problems of schools

organize, deputize, supervise and sometimes compromise.

Educational Progress, March '53

POPULAR MANUALS THAT GIVE THE TEACHER
LESSON PLANS MORE COMPLETE AND HELPFUL
THAN THOSE OF ANY OTHER SERIES—
THE MANUALS FOR THE

Ginn Basic Readers

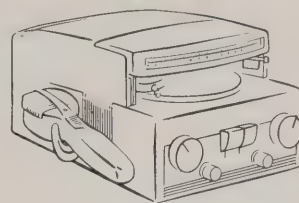
These flexible manuals give a detailed plan for teaching every story and every phase of a lesson. Dozens of approaches are used in developing vocabulary and concepts; in guiding the understanding of the text through oral or silent reading, followed by checks on comprehension. Each lesson plan includes exercises for developing comprehension and word-analysis skills, and suggestions are given for presenting poetry effectively.



Ginn and Company

260 Fifth Street, San Francisco 3

Sound  Scriber
DICTATING EQUIPMENT



pace-setter in modern dictation

ITS HISTORY: Since 1940, every major advance in modern dictating methods has been an achievement of **SoundScriber** engineering.

Not until the needs of modern business men and women were answered by **SoundScriber** was the drudgery of old-fashioned, inadequate dictating machines eliminated . . . the overall pressure of everyday business relieved.

The advances that **SoundScriber's** newest models—the Tycoon and Lady Tycoon—bring to the office, could have been engineered only by **SoundScriber** . . . because **SoundScriber** holds the basic patents that make these models possible.



Call or Write

JOHN J. HARDING CO., LTD.

1471 KAPIOLANI BLVD.

Phones 99-1481, 99-1593 Honolulu, Hawaii

Printers & Stationers

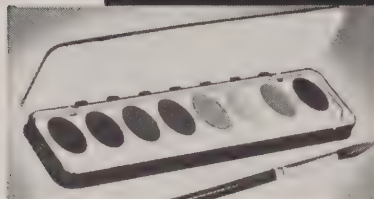
- ADDRESSOGRAPH
- AUDOGRAPH
- BURROUGHS ADDING MACHINES
- ENGINEERING EQUIPMENT
- GEN. FIREPROOFING FURNITURE
- HADLEY FORMS
- McBEE
- MIMEOGRAPH
- MULTIGRAPH
- MULTILITH
- OFFICE SUPPLIES
- PAPER PRODUCTS
- PRINTING
- STROMBERG TIME RECORDERS

FISHER CORPORATION, LTD.

177 S. King St.

Phone 6-2341

You can *RELY* on * **OLD FAITHFUL**



Truly brilliant, easy blending PRANG Water Colors are fully transparent. They are available in assortments of colors and sizes of pans.

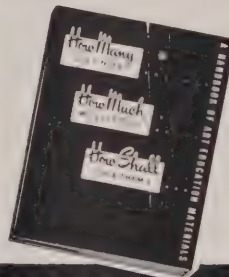


Crayonex, the most versatile of all crayons is a delight to use. Their colorful, smooth working qualities make them a favorite of pupils of all ages.

Used throughout the world, American Crayon's Old Faithful Products are recognized as unexcelled teaching and learning tools. Their high standard of excellence is a result of many years of research work... studying the needs of students and teachers.

GET THIS VALUABLE BUYING GUIDE

The exact answer to every classroom requirement. "How many" you need, "How much" the cost, and "How to use" them... contained in book form. Get your copy today—only 50c. Dept. HE-22.
*Reg. U. S. Pat. Off.



The **American Crayon Company**
Sandusky, Ohio New York

Quiet Casters

CAFETERIA WHEELED EQUIPMENT

- Food carts
- Pie trucks
- Pot dollies
- Dish trucks
- Refuse can dollies
- Hand trucks



Use Our Expert Repair Service — Keep Your Kitchen Equipment Rolling

FOSTER EQUIPMENT CO., LTD.

729 Ahua St.

Phone 8-3915

P.O. Box 2834

Modern Equipment—Efficiently Operated



HRT
Silver Fleet

**VITAL IN THE
COMMUNITY'S
WELFARE**

HONOLULU RAPID TRANSIT CO., LTD.

USING DAYDREAM

*a classroom project
for teachers*

When pupils daydream, teachers should use their fantasy for learning purposes. Prof. Thomas E. Clayton, Temple University, suggests: Ask pupils to write papers beginning "If I had three wishes. . ." or "If I could do anything I wanted. . ." Assignments containing the "If I" quality work very well with some children and release their creative ability. Other children are too cautious and do not like to project the "I" into their creative efforts. They will write better if allowed to release their fantasy on someone or something else.

Prof. Clayton reports: "One Philadelphia teacher used a sculpture of a hand which he picked up in the art room. He showed the hand to the class and got them wondering aloud what kind of a person the hand might have belonged to. When they were sufficiently aroused, he asked them to write a story of the hand or the person whose hand it was. The resulting fantasy productions represented better writing than most formal composition assignments."

DEFINITIONS

Television: Device which permits people who haven't anything to do to watch people who can't do anything.

Vocabulary: Something which permits a man to describe a pretty girl without using his hands.

Quartet: Four people who think the other three can't sing.

Wolf: One who enjoys life, liberty and the happiness of pursuit.

Philosophy: System for being unhappy intelligently.

—Texas Outlook, June '53.

Whether one considers this good news or bad depends upon the point of view, but the Edpress News Letter says that Americans are buying more tickets to symphony concerts than they are to baseball games.

KITCHEN WORK IS MORE FUN

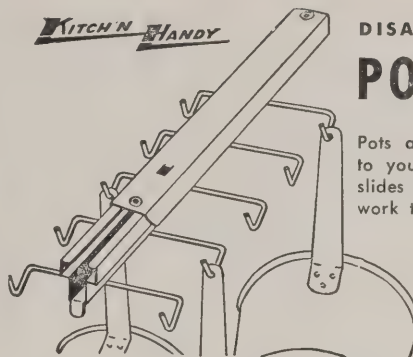
... with these **KITCH'N HANDY** Attachments



UTENSIL HOLDER

Keeps kitchen tools and utensils in perfect order. Eight hooks adjust on sturdy 16½ in. metal rod. Attaches to wall or side of cabinet.

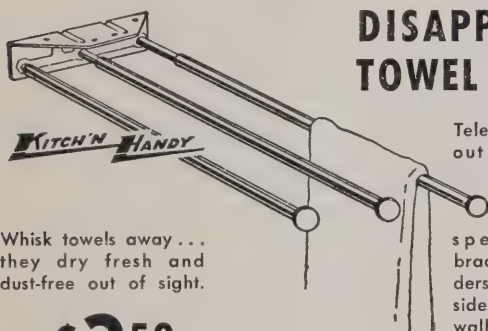
\$1.90



DISAPPEARING POT HOLDER

Pots and pans "hand themselves to you" when this handy holder slides out from under a shelf or work table. Holds 10 utensils.

\$3.00



DISAPPEARING TOWEL DRYERS

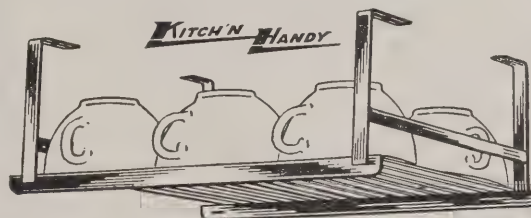
Telescoping bars slide out for quick use. 19 in. long, closed position. When buying, specify whether brackets attach to underside of shelf, to side wall or to back wall.

Whisk towels away... they dry fresh and dust-free out of sight.

\$3.50

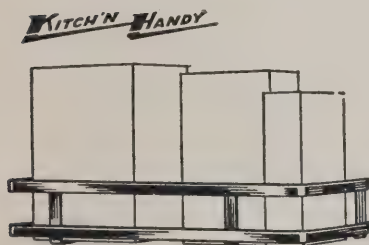
HANGING CUP SHELF

Attaches to underside of cupboard shelf, utilizing otherwise unused space, holds six or more cups in a safe, convenient location. 10 in. wide, 12 in. long, 4½ in. high.



\$2.00

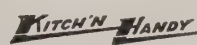
PACKAGE SHELVES



All packages are visible in these shelves. Attaches to inside of cabinet doors. 5½ in. deep, 3½ in. high.

14 in. long..... **\$2.05**

16 in. long..... **\$2.15**



5-CAN SPICE SHELF

Sturdy, gleaming rack fastens to inside of cabinet door, holds five spice cans with faces exposed.

Single row...
12" x 2¾" x 2"
Holds 9 cans..... **\$1.35**

Double row...
12" x 3½" x 3½"
Holds 10 cans... **\$1.60**

80c

Spring Knife Holder 5½" wide—for use in knife drawer.....	\$1.90
Utility Shelves (small).....	\$1.60
Lid Holder—Chromium finish 4" deep—13½" long.....	\$1.90
Package Shelves 14" long.....	\$2.05
Wax Paper Holder—"Paper Boy, Jr.".....	\$1.20
"Paper Boy, Sr."—Combination wax and paper towel holder.....	\$2.20
Garbage Container—Automatic pop-up—right or left hand for cabinet doors—12 qt. capacity—Aluminum 10" dia., 14" high..	\$8.55

LEWERS & COOKE, LTD.

404 Piikoi Parkway • 2½ acres free parking • Phone 5-1961

Honolulu—Hilo—Lihue—Wailuku



NWA



Canadian Pacific
AIRLINES



ANYWHERE ... by air

Wherever you're going . . . anywhere in the world, on *any* airline, let Davies' air travel experts smooth out your pre-travel worries. At no extra charge, let us:

- Help plan your trip
- Make your reservations
- Get your tickets

Authorized agents for airlines all over the world, and for hotels and connecting transportation, Davies can make your air travel *anywhere* your own magic carpet.

Air Division, Travel Department

THEO. H. DAVIES & CO.

Bishop & Merchant Sts., Phone 56991

A phone call brings our representation

WESTERN AIR LINES

270.3
HAW

Hawaii

EDUCATIONAL REVIEW

NOVEMBER
1953



Photo by
George C. Wilkins



Start them Right in the classroom with Burroughs

Naturally, when your students have learned on the machines they are most likely to use later on the job, they will do better work . . . be more valuable to their employers. And that's why training students on a Burroughs is so practical . . . so logical.

Burroughs machines are found wherever there's business. For example—24 of America's leading companies have

**Wherever There's
Business in Hawaii
There's**

Burroughs

Honolulu: 119 Merchant St., Tel. 6-3788

Hilo: 109 Waiānū Avenue Ave., Tel. 4711

Accounting Machines • Bookkeeping Machines • Adding Machines • Calculators

bought 40,003 Burroughs Calculators and that's only a small part of the total in use.

Burroughs basic business machines—adding, calculating, bookkeeping and accounting—are ideally suited for classroom use. They feature operating ease and simplicity, combined with extra-durable construction and remarkably low maintenance costs—the same features that have made them standard equipment in so many businesses.

It's easy to give your students the right start, when you standardize on Burroughs. Call your Burroughs man for full information.

NEW INSTRUCTION BOOK


"Learning the Burroughs Calculator," a 68-page manual complete with drills and tests, is now available to public and private schools. One copy of the manual, providing 80 hours of practice material, is supplied with each Calculator purchased. Additional copies may be obtained at nominal cost.

For schools offering longer courses, "Calculator Practice Drills" and "Advanced Addition Practice Problems" can be obtained to expand courses up to 300 hours.

Here's **REDDY'S RULE** for

READING IN BED



 Best light for bed readers is a modern table lamp with diffusing bowl, 150-watt bulb and wide-bottom shade lined in white. Bulb should be 16 inches from your book, bottom of shade 20 inches above mattress.

Proper lighting makes every job easier, every home prettier. Check your lamps now . . . then to brighten up, just *light up*.

You can get free help and suggestions for all your lighting problems by calling Mrs. Margaret Jean Garis, Hawaiian Electric's home lighting specialist.

THE HAWAIIAN ELECTRIC COMPANY, LTD.

Your home-owned electric utility • Bringing you better living—electrically

CASH
for
BILLS
•
PERSONAL
or
CAR
LOANS
•

**IDEAL FINANCE & MORTGAGE
COMPANY, LTD.**

Phone 5-5935

840 Richards St.

Modern Equipment—Efficiently Operated



HRT
Silver Fleet

**VITAL IN THE
COMMUNITY'S
WELFARE**

HONOLULU RAPID TRANSIT CO., LTD.

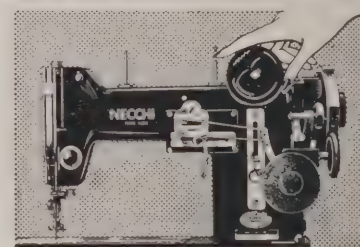
SEE THE

NECCHI!

With the Amazing Exclusive

WONDER WHEEL

The sewing machine that does your hand sewing for you and turns out exquisite embroidery automatically.



CLASSROOM & HOME
DEMONSTRATIONS ARRANGED

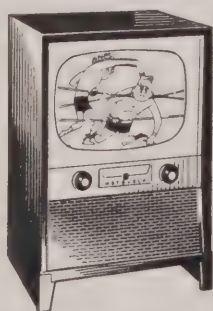
TERRITORIAL SALES CO.

1177 Bishop Street

Phone 6-3966

BEFORE YOU BUY

**SEE THE 1954
MOTOROLA TV**



Model
21K12

PRICES AS LOW AS

\$219.95

TV CENTER & APPLIANCES

29 S. King St. • 3654 Waiālae Ave.

KAPIOLANI FURNITURE & APPLIANCES

1440 KAPIOLANI BLVD.

**KONA
INN**

★

**KAUAI
INN**

*Next time you
Vacation --
Treat yourself
to the best!*

Start planning now for your next "break"—whether a full scale vacation over one of the school year's scheduled holiday periods or a quick week-end along the line.

You'll work better and feel better for an occasional change of scenery. Money spent on relaxation is money invested in health . . . and the cost of a holiday right here in the islands is surprisingly little. Inquire about our kamaaina rates.

For information, rates and bookings --

INTER-ISLAND travel service

2217 Kalakaua Avenue

• Honolulu

Hawaii EDUCATIONAL REVIEW

NOVEMBER, 1953

VOLUME 42, NUMBER 3

MRS. MARION P. GODDARD.....Editor
D. M. WELLER.....Adv. Mgr.

Cover

"We like to hammer and saw and make boats and planes and lots of things," say these kindergarten boys of Kailua school. Mrs. Margaret M. Courtney is the teacher.

CLAYTON J. CHAMBERLIN, Supt.
Department of Public Instruction

SCHOOL COMMISSIONERS

Dr. Katsumi Kometani.....Chairman
Mrs. Ruth E. Black.....Oahu
John A. Owens.....Oahu
A. Hebard Case.....Kauai
Shizuichi Mizuha.....Maui
Mrs. Marjorie C. Hind.....Hawaii
Charles A. Goo.....Hawaii
Clayton J. Chamberlin.....Ex-Officio

HAWAII EDUCATIONAL REVIEW ADVISORY COMMITTEE

Gwenfredd Allen James R. McDonough
Agnes Clower Earl L. McTaggart
Clarence B. Ferdun Roseamonde Porter
William J. Geiger F. Deal Crooker
Donald H. Burum



Articles

	Page
Operation Vanguard.....	63
Lyle M. Spencer	
What's a dihedral?.....	66
Toshiko Nishida	
Our New Remedial Teachers.....	67
Dorothy Heagy	
Learning Can Be Fun.....	68
Phyllis Brown	
Classroom Experiment.....	69
Florence Akana	
We Lived As We Learned.....	70
Lenore Nims O'Brien	
Questions Teachers Ask About Tuberculosis.....	78
Thanksgiving Day.....	81

Features

Briefly Sketched in Review.....	62
Views & News.....	73
Book Reviews	75
Education Associations.....	76
New and Noteworthy.....	82

In This Month's Review

Teachers are always glad to hear of a teaching aid that is designed for local needs. Miss Florence Akana, who teaches English, social studies, and mathematics at Washington Intermediate school, tells in her article, "A Classroom Experiment," how she used such an audio-visual aid in classroom speech improvement work.

"Operation Vanguard," by Lyle M. Spencer, president, Science Research Associates, is a resume of the current status of the survey made in Hawaii in 1952, the first use of the SRA Educators Opinion Inventory. Mr. Spencer came to Hawaii in 1953 in connection with the survey. He has been president of the SRA since 1938.

If you don't know what a dihedral is, we know you will want to find out soon. Mrs. Toshiko Nishida says in her thought-provoking article, "What's a dihedral?", that aviation must not become an isolated science; that its inherent appeal makes it adaptable to all areas of instruction. Mrs. Nishida is a kindergarten teacher at Waialae school, Honolulu.

It was the friendly, relaxed atmosphere plus the professional wisdom brought by Dean Melby that made his workshop in school administration an unforgettable experience for the author. You, too, will live that experience as you read her story of it, "We Lived as We Learned." Mrs. Lenore Nims O'Brien, formerly a teacher in the public schools and at Punahou school, is a member of Hanalei school faculty.

In "Our New Remedial Teachers," Dr. Dorothy Heagy, director of reading, briefly describes the new remedial program which began this year with off-the-ratio teachers. General aspects of the program are given at this time with more about it to follow in a later number.

"Learning can be Fun" by Phyllis Brown, a Rural Editorial Service article, tells how a teacher makes spelling interesting and exciting for first and second graders.

The HAWAII EDUCATIONAL REVIEW, published monthly, except July and August, is the official publication of the Department of Public Instruction, Territory of Hawaii, U. S. A. Editorial address: P. O. Box 2360, Honolulu, Hawaii. Advertising address: P. O. Box 3080, Honolulu, Hawaii.

Subscription rates: Two dollars a year; single copies, 35 cents. Advertising rates on application.



Briefly Sketched In Review

Office of Research and Evaluation

The director of the office of research and evaluation is Shigeo Yoshida who assumed the duties of his new work on September 1. Mr. Yoshida is the third director of this office, established in 1946.

The new director, born and raised in Hawaii, received his elementary and high school education in the public schools. He is a graduate of the University of Hawaii and has an M.A. degree from Columbia university.

In years of service, he is an "old timer." During his 23 years with the department of public instruction he has been a teacher, counselor, intern supervisor, field assistant, and principal.

The director is basically concerned with testing and evaluation programs, educational research, and interpretation and use of test scores. The results of such work tie in with school programs and individual growth, and help to answer many questions in those areas. Here are some of the questions which concern his office.

Are our students making desirable kinds of growth? Are they making satisfactory progress in the basic study skills as well as in the less easily "measured" personality traits? Are students learning to think critically, to apply the principles and facts they learn, to develop attitudes of tolerance and civic responsibility? How would a classroom teacher go about finding out if they are learning these things? How can she help the students themselves to find out?

Do we assume that if educational objectives are sound and methods right, desirable growth is taking place among students?

How are objectives determined? By whom? And what about procedures—the kinds of experiences we provide students? How do we determine their efficacy?

When we discuss an educational problem or try to solve it, do we let our feelings and opinions determine conclusions and how we go about our tasks? Or do we try to find out the facts insofar as they are available and then decide what ought to be done?

This is a beginning list of questions. Do you have others?

The office of research and evaluation has a staff of a director and secretary. Obviously, the amount of help it can render to schools is limited. However, with a genuine desire to be of service, an invitation is extended to principals, teachers, and other DPI staff members to let this office give the assistance it can with these and related questions.

University of Hawaii Speech Clinic

The University of Hawaii speech clinic located in Hawaii Hall on the campus is financed and directed as an activity of the speech department. The head of the department appoints the clinic's chairman and staff who serve for the academic year. Its specific functions are training, service, research, and publication.

The clinic was established in 1948, and during the short period of operation has become an integral part of the Territory-wide program for the rehabilitation of individuals with speech handicaps. Many teachers and administrators of the public schools have worked with the staff of the speech clinic. All, we think, are interested in a brief review of its functions and plans.

The University's speech courses and those in related fields are planned so as to enable students to major in speech correction. The student with a B.A. degree and one year of pre-registered professional experience, is eligible to apply for basic clinical certification in the American Speech and Hearing Association.

Speech correction courses for classroom teachers are offered during summer and regular sessions. The past summer 30 teachers enrolled in Speech 221, an orientation course. Also, they observed children in the university summer clinic for delayed speech.

Thirty university students per semester receive therapy at the clinic. This number is only a fraction of the students who need the clinic's specialized services. Defective articulation ranks first among problems met, with foreign dialect and voice problems next.

Public school children are referred to the clinic through the division of special services, department of public instruction. Those from private schools are sent by the school concerned.

Referral forms may be secured by mailing a post card to Speech Clinic, Hawaii Hall No. 3, University of Hawaii, or by telephoning 9-0551.

A speech and hearing survey of freshmen students at the University was conducted recently to learn what facilities are necessary to meet student body needs. Other research projects now underway include basic research on mandibular facet slip, articulation tests for preschool children, and sound stimulation tapes for delayed speech and speech improvement, cleft palate speech, and severe problems of foreign dialect.

Through various publications the speech clinic seeks the continued cooperation of all agencies devoted to the rehabilitation of the handicapped individual. Better understanding of the clinic's functions will reduce duplication of effort and misunderstanding.

Operation Vanguard

*An early appraisal of the follow-through
on the Educators Opinion Inventory
in Hawaii*



Camera Hawaii Photo

LYLE M. SPENCER

The American businessman has proved to the world that he has a genius for bringing together the materials, the tools of production and the men to create the highest rates of production and the highest standard of living the world has seen.

Similarly, the American educator has proved that, given the climate of a free society, equally significant and coordinated educational production can be achieved. The result of such educational production is a citizenry of informed and thoughtful people who protect and insure the continued growth and freedom of our society.

Historically, the growth of the American educational movement extends all the way from the primitive picture of the school as a log with the teacher on one end and the pupil on the other to the highly complex and systematized institution of today, with hundreds of teachers and thousands of pupils under a single roof.

And, just as the growing organizational complexity of business has brought significant changes in the interpersonal relationships of managers and workers, so the increase in size and scope of school systems has brought corresponding changes in the relationships between members of educational systems.

Business leaders have long recognized that unsatisfactory personnel relationships and the problems stem-

ming from them are the major causes of labor unrest, absenteeism, lower unit production, breakage and spoilage and, often, business decline. By enlisting the help of skilled social scientists, industry has discovered that the attitudes of employees, supervisors and executives toward their environment and toward each other have a vital bearing on their personal well-being, their relations to their job and co-workers and, ultimately, upon the productivity and well-being of the entire community.

This kind of insight into the significance of employee attitudes is being applied to the problems of the school system. The principal research undertaking of our staff for the past several years has been the construction of the Science Research Associates Educators Opinion Inventory—a practical social science technique for evaluating the human problems of the educator.

First Survey in Hawaii

We chose Hawaii, an important laboratory of multi-ethnic experience, as the logical place to stage our first administration of the Educators Opinion Inventory.

The commissioners for the department of public instruction, the superintendent and his staff, the offi-

cers and members of the Hawaii Education Association and the 3,739 educators in the system all cooperated fully with our representatives in making "Operation Vanguard"—our very first use of this new educational survey—a complete success, an operation that has not been excelled in the many subsequent inventory surveys we have conducted.

Since March, 1953, when the SRA work was done in Hawaii, we have administered the Educators Opinion Inventory to over 25,000 educators in 24 school systems stretching from the huge Los Angeles area to tiny Maumee, Ohio.

The huge total of responses to the Inventory and the many written free comments and suggestions comprise a valuable reservoir of knowledge on educational systems of all kinds.

The specific insights we gained into Hawaii's school system were summarized in the April, 1953, edition of the HEA News Flash. The hundreds of pages comprising the complete report constitute a massive amount of practical information.

But now you must want to know what is the value of this comprehensive insight into educator problems and how can it be put to useful and profitable ends? Let us take a preliminary look at the post-survey situation as it has developed in Hawaii.

The most important impact of the findings is how they affected the individuals and groups who were in a

position to take action and what steps they took to improve the factors causing low morale.

Post-survey Action in Hawaii

Shortly after the Hawaiian survey results had been studied by Hawaiian educators, I received a most impressive communication from Dr. Katsumi Kometani, chairman of the board of commissioners for the department of public instruction. Dr. Kometani has very kindly authorized me to quote him as follows:

"The Educators Opinion Inventory is the true indication and the honest to goodness opinion and expression of the teaching profession. We simply cannot ignore this opinion. We must learn to face the truth, no matter how much or where it hurts. After such a survey, we can start working toward our goal more realistically.

"I have confidence in the integrity, honesty and sincerity of our teachers, and I will do all I can to follow through to correct any misunderstandings and shortcomings of our work as commissioners. The distinction between policy making and administrative action should be the commissioners' greatest concern."

I feel that Dr. Kometani's courageous statement is in itself a significant result of the survey. A less sincere and less enlightened man than Dr. Kometani could have been defensive and indignant over the teachers' reaction to their commission. The fact that he accepts this reaction as a challenge to improve relationships is a most gratifying development. I am sure educators throughout Hawaii will assist the good doctor in his efforts in every way possible.

Referring to Dr. Kometani's work with the board, Supt. Clayton J. Chamberlin has this to say:

"The survey material has been very helpful in creating a fine working relationship with the board of commissioners. I think our policy and administrative division of responsibilities is understood better as a result of the survey. The strong desire of teachers for more teaching

materials was expressed in replies to the inventory. *As a result of this we have been able to get support for the publication of some much needed materials.*"

This evidence of changed attitudes resulting in concrete action is exemplary of the type of results realized in survey work in industry. We are now seeing many examples of comparable reactions in the work emerging from the study of Educators Opinion Inventory findings.

The administration, scoring and statistical report on the Hawaiian survey were pushed through in record time to provide the Territorial legislature with the survey findings early in the 1953 session. The task of reporting the Inventory findings to the legislature was handled in two ways: I personally appeared before a joint meeting of the house and senate education committees; in addition each legislator received a copy of the April issue of the HEA News Flash which was devoted to a concise report of the survey results.

Late in June I had the pleasure of a visit with Sen. Ben F. Dillingham.



Freedom of expression is the first step toward the solution of problems.

We talked at length about the survey and its results. In commenting on the impact of the survey on himself and other legislators, Sen. Dillingham said:

"While it was impossible to make a detailed study of the results of the Opinion Inventory while the legislature was in session, nevertheless certain basic teacher reactions served to influence the legislature in enacting legislation to the benefits of the educational program of the Terri-

tory in general; in short, it resulted in higher pay for teachers and very substantial appropriations for school and classroom construction, which were two of the most serious complaints the teachers had about the school system in the Territory."

J. Ward Russell, chairman of the house education committee, was also helpful in giving me a feeling of the legislative reaction to the survey. He reported that the survey results were useful in his work during the 1953 legislature.

Probably no one is closer to the interests of educators in Hawaii than James R. McDonough, executive secretary of the Hawaii Education Association. Mr. McDonough commented fully on the survey as follows:

"It is the first time in history that the personnel of Hawaii's public schools has had complete freedom to express anonymously an opinion relative to working conditions, salaries, administrative policy, etc. Undoubtedly the survey has had the effect of raising teacher morale.

"As a result of the survey I plan to take the following action: The findings of this survey will be presented to appropriate committees of future legislatures when pending legislation relative to education comes before them for consideration. The results will also be used before meetings of the board of school commissioners when that board is considering regulations, policies, etc., governing public school personnel.

"This dissatisfaction of teachers with their low salaries as shown by the results of the SRA Educators Opinion Inventory influenced the members of the 1953 Territorial legislature to take corrective action in raising the salaries of public school teachers comparable to those paid in mainland school systems of similar size. The lack of confidence of school personnel in the commissioners of public instruction as indicated by the Educators Opinion Inventory has already had the effect of influencing the commissioners to make an effort to understand better the problems and needs of teachers.

"Generally speaking teachers were pleased with the results of the Educators Opinion Inventory. Innumerable staff meetings have been devoted to discussing the results of the Inventory and ways and means of following through to implement the findings of the Inventory.

"The survey completely and scientifically covered all phases of the program of public education in Hawaii. The wholehearted cooperation of all teachers and their professional association representatives in administering the survey was indicative of the confidence of those participating that the survey would be a useful instrument in improving the program of public education in the Territory.

"If you have wit, use it to please and not to hurt; you may shine, like the sun in the temperate zones, without scorching."

—Lord Chesterfield.

The results of the survey will give school officials and others charged with the supervision and administration of our public school program an insight into those areas in which improvement is needed. The survey will be an instrument by which we may compare the program of public education in Hawaii with comparable systems on the mainland."

Actions Within Schools

There is much more evidence that attitudes and actions are being modified by the survey results. This is happening not only in Hawaii but elsewhere among all the educational personnel currently following through on survey findings across the country.

Within the schools of Hawaii important steps already have been taken in the follow-up process. Although the summaries of the results of the survey were made available to the several schools of the system late in the school year, most school faculties had begun their study of the questionnaire data by the first of June. The principals and teachers wanted to see what could be done to capitalize on the collected data.

Many of the larger school faculties were organized into special study groups for further analysis and follow-up. All schools are planning to continue with the process this year.

Even within the brief time available so far to work on the report, several hundred suggestions have been made as to improvements that can be effected by each school faculty. Such practical steps as these have been taken:

PTA's have been asked to provide some especially needed equipment or supplies not included in the regular budget allotments.

A better and fuller orientation program for new pupils was planned.

Pupil personnel records were made more easily accessible for teachers.

A plan for improving restroom facilities got underway.

Library rules and procedures were adjusted.

Reassignment of the extra-curricular load was undertaken.

Citizen groups were invited to luncheons at the school.

Closer contact with community associations was sought.

Along with such actions have come many suggestions to the central and district offices as to what the administration might do to improve conditions.

Faculty discussions are considering first the categories and items which indicate low morale level and are asking such questions as: Is this a problem area for this school? What did we understand the question to mean? What are the reasons back of this unfavorable (or favorable) response? What can we do about it?

Over-all Results Will Be Analyzed

In addition to this grass-roots conference of each school faculty, the administrative groups will analyze the over-all results for the Territory and endeavor to help in areas where critical problems exist.

There are many difficulties, of course, which only increased educational facilities and a larger school budget can help. However, from the administrative point of view, budget planning for the next biennium

should be enlightened and there will be areas where a special personal or curriculum emphasis or reassignment of available staff personnel will help.

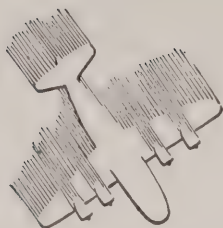
To provide encouragement and some needed guidance for the follow-through activities, a central coordinating committee for SRA follow-up for the Territory has been appointed by the superintendent. The committee chairman is the director of research and evaluation and members are representatives of the Hawaii Education Association, Hawaiian Economic Service (representing SRA), district offices, division of personnel, division of instruction, division of special services, and teachers college, University of Hawaii.

This committee is active in outlining suggested steps for follow-through, disseminating further information about the Inventory, and gathering data on improvement plans throughout the system so that all units of the DPI will be equally informed. Also, steps are being taken to form district coordinating committees. A committee will be formed on each island or in each district to coordinate the work of the schools and serve as the liaison between the district and the central coordinating committee.

Meetings of principals have been held under district auspices on each island and they are sufficiently organized to proceed to the next beachhead of "Operation Vanguard."

To us at SRA this fine beginning in utilizing the Hawaii findings has been gratifying. There is nothing more discouraging than to do a comprehensive piece of analytical work and to find that the results have fallen on deaf ears. There is nothing, however, more exciting than to have results translated from statistics into active discussion and adventurous action.

The teachers, principals, administrators and commissioners of Hawaii's school system deserve high praise for the firm determination they have exhibited in the post-inventory phase to "do something about it."



What's a dihedral?

What's a dihedral?

Don't be appalled if you do not know. We felt our ignorance too, those of us who attended the second national aviation education workshop held at the University of Colorado the past summer.

The workshop leader, Dr. Mervin Strickler Jr., was assisted by ex-pilots turned teachers, and specialists in science and aviation education. For five weeks they exposed us to demonstrations, movies and film strips, excursions, shop work, lectures and seminar discussions, orientation flights, and the handling of plane controls. We were educated.

What's a dihedral?

I found out by making a model plane.

What's an airport?

I learned by spending a full and fascinating day at an airport exploring buildings and rooms ordinarily bypassed at an air terminal.

Have you ever seen a group of adults seriously engaged in the business of making and playing with planes—model ones? It took hours of voluntary time but it was fun, and painlessly we learned the parts of a plane. A sight to behold was the assembly of grown-ups, 150 strong, alternately crowing with delight at the sustained flight of a superior model or in anguish over the unpredictable gyrations of another.

In short, we were enthusiastic about our aviation workshop.

So are children enthusiastic about airplanes. Why don't we capitalize on this natural interest?

Aviation need not, *must* not, become an isolated science elective reserved for the high school and college. From the kindergarten and up we can make aviation a useful aid in teaching because of its inherent appeal and its adaptability to all areas of instruction.

Ours is an air age and ours is the responsibility of teaching children to understand the world in which the airplane plays so vital a part. We came away from the workshop with changed concepts of aviation education. Starting with the very youngest child, we can make school a wonderfully interesting place to be if we make it a living situation reflecting the living world.

In the kindergarten and elementary grades air age materials can be taught in connection with social studies and science materials. Materials suitable for younger children are picture collections, movies and film strips, stories, poems, songs, exhibits, and plays. In addition to materials there are numerous worthwhile activities, among them visits to such places as an airport, the weather bureau, a plane, a tower, dramatization, building with blocks, observation of birds, finding seeds that fly, sharing experiences, rhythms, and painting.

The learning experiences of the upper elementary levels could well emphasize the interdependence of countries and peoples. For these children there are suggestions of interviews with aviation personnel, classroom speakers as pilots, weather-

By TOSHIKO NISHIDA

men, travel agents, correspondence with children of other countries, stamp collection, study of time and time zones, map making, model plane construction, and daily news reports.

The lists of suitable materials and activities can be greatly expanded. A very helpful aid is the "Teachers Guide to Aviation Education, Grades Kindergarten to Twelve, Public Schools of Hawaii," revised October 1953, a copy of which has been sent to each school by the division of instruction. The Guide furnishes a list of organizations offering services to schools, companies from which materials can be obtained, and aviation education teaching materials.





Children meet with the remedial teacher daily.

Do you have a child in your class who doesn't read as well as you think he should be able to — one that is bright enough in most things, but who stumbles over "easy" words like *what* and *that* or who "reads" a page without getting any ideas from it? If lucky, he may receive help from

Our New Remedial Teachers

Says DOROTHY HEAGY

A special appropriation by the 1953 Territorial legislature has made possible a remedial program which began this year with off-the-ratio teachers. It is the child with difficulties like those described above for whom the new program has been designed.

To be sure, you are probably not fortunate enough to be getting this kind of assistance. There are only ten of these off-the-ratio teachers distributed among the four major islands—six on Oahu, two on Hawaii, and one each on Maui and Kauai. They are regular members of the staff and are on the same salary schedule.

Each remedial teacher is assigned to only one elementary school. If you are lucky enough to be on the staff of one of these ten schools, you have been asked to recommend those children who, in your judgment, are not working up to their potentialities, particularly in reading, the basic school subject. This may mean that these are not the poorest students, but rather those for whom there is the greatest possibility of improvement. These remedial groups are not thought of as a dumping ground for children like Jerry, who isn't very bright and is therefore achieving less than grade expectation, or Susie who is doing average work but who is re-

tarded in comparison with most of the gifted children in her class, or Tom, who is primarily a discipline case.

When school started on September 1, the remedial teachers began an eight-day workshop in the Queen Liliuokalani building. A more enthusiastic group I never have seen. As director of reading I feel assured that the remedial program for this first year is in the hands of competent people. The district superintendents are to be congratulated on their selections.

In supplementing the regular classroom teaching for those children who need more individual attention than it is possible to give them in our crowded classrooms, each remedial teacher, of course, adapts her work to the whole school program. However, some of the general aspects of the program that grew out of the workshop are that children should meet with the remedial teacher daily at a specified time. So far as possible, this work should not interfere with classroom activities that seem especially important to the regular teacher or to the child. The sug-

gested period of remedial instruction is 30 minutes to 45 minutes. Because of the need for individualized instruction, groups should be kept small.

With the cooperation of the director of research and evaluation, the objective and subjective data necessary for the evaluation of the total remedial program will be collected.

No one expects the remedial teacher to bring Johnny up to standard by the end of this year. However, many minor miracles may be performed by taking the child where he is and helping him, with individual attention, to progress in the right direction.

Remedial teachers for the 1953-1954 school year assigned on Oahu are: Dorothy Bulger, Kauluwela school, Elizabeth Davis, Aina Haina school, Virginia Harrison, Jefferson school, Janet Hirai, Lunalilo school, Bertha P. Rivero, Wahiawa Elementary school, Ruth Sugihara, Benjamin Parker school; on Maui: Setsuko Hironaka, Paia school; on Kauai: Rose Walrath, Lihue school; on Hawaii: Betty Uehara, Paauilo school; and one in Kona to be appointed.

Learning Can Be Fun

With the staleness of traditional spelling gone, first and second graders find their spelling lessons as exciting as their creative rhythms and dancing

By PHYLLIS BROWN
Virginia Journal of Education

R-h-e-u-m-a-t . . .

"Who can supply the next letter?" asked Mrs. Vedder, as she wrote on the blackboard the letters called out by her pupils.

Six-year-old Barbara's hand shot up. One after another, these first and second graders supplied the letters until the word *rheumatism* had been spelled out. In the same way, they wrote *umbrella*, *medicine*, *rheumatic fever*, and *chrysanthemum*, on their papers as they were written on the board. That each child seemed to understand the meaning of these words seems amazing when one thinks of first and second grade spelling in terms of *cat* and *rat*.

What's the Word?

Then Mrs. Vedder quietly asked her pupils to come to the rug, while two children collected the spelling papers. Without another word, she wrote on the blackboard:

"Will you all please sit down?"

Without hesitation, each child sat down. Then she wrote:

"Will you all please watch the board?"

Eager faces beamed in that direction. Again she wrote:

"Thank you!"

To make certain they all understood, Mrs. Vedder asked the group to read the sentences together.

Learning can be fun, and Mrs. Vedder made an exciting game out of recognizing difficult words. Again she wrote on the blackboard, and the children read:

"Sometimes it is fun to try to read words that are hard."

"If you know a good hard word, raise your hand."

Up went many hands. Mrs. Vedder selected youngsters who displayed good manners, and each child whispered a "hard" word in her ear. When it was written on the board, the children recognizing the word raised their hands and were given a chance to tell its meaning. When it proved difficult, the teacher guided the class in pronouncing each syllable. Sometimes she included a hint, writing an explanation below the word. Surprisingly, the boys and girls begged her not to make it too easy by giving hints. Some of the "hard" words given and recognized by these first and second graders included "hospitality," "plastic stitching," and "Wisconsin." An easy word for everyone was "Mississippi." One of the difficult ones was "Hawaii" to which the teacher added four hints before it was recognized!

"It is far away."

"It is an island in the Pacific Ocean."

"It is very warm there."

"Alice's grandmother went there."

Two hints brought speedy recognition of "lily of the valley":

"A flower."

"It is white."

They Follow Instructions

"Now let me see if you can follow instructions," said Mrs. Vedder. On the blackboard she wrote, "Owen, get me a pencil."

"You forgot to write 'please,'" piped up a first grader. The teacher corrected the oversight as the yellow-haired boy went for the pencil.

"All stand up," the teacher wrote, and immediately some 20 little boys and girls were on their feet.

"All sit down," and they promptly settled back on the floor without a word.

"Nancy, turn a cartwheel," and across the floor Nancy went.

"Cynthia, turn two cartwheels," and, added Mrs. Vedder, "This is the important word," indicating "two." Cynthia did not move.

"Can't you read it?" asked the teacher.

"I'm stuck on one word."

"Which?"

Cynthia read until she reached "cartwheel."

"If you had been watching, you would have known that word," said Mrs. Vedder, "but I was afraid you were not paying attention."

"Ralph, walk to the door," "Lucy, get me the turtle," and "Nancy, put

A Rural Editorial Service Article.

it back," were among other instructions written on the board and promptly carried out, each child delighting in his accomplishment. In response to the written question, "Do you think it will be nice to have summer here?" a seven-year-old said emphatically, "I do indeed."

Progress in primary learning was demonstrated in a word drill similar to the "spelling bee." With the boys and girls standing in a circle, each was asked to give a word beginning with "s." If he repeated a word already given or couldn't think of one, he sat down. Their large vocabulary was astounding. The game continued with other letters of the alphabet.

The vocabularies and interests of these pupils of the University of Chicago Laboratory school are largely a result of their rich home backgrounds. The words are learned in conversation, from books provided by the parents, and family travel. Instead of using formal spelling books, the teacher begins at the child's level, capitalizing on his familiarity with words usually beyond the reach of the average child.

They Tell and Write Stories

In the story telling period, these children showed a real sense of humor. One told of a dog's birthday party to which all the best dogs had been invited. A present for the honored pet was dog bubble bath!

Their imaginations find an outlet in story writing. Some have written stories from 16 to 25 pages long. Imagine seven- and eight-year-olds writing young novels!

In reading the class is divided into three groups—slow, average, and advanced—according to the ability of each pupil. The advanced primary children are reading on fifth and sixth grade levels.

To expand creative ability, no patterns are used in art work. Each child designs, paints, weaves, and creates as he is prompted.

In this program, there is a permanent teacher, a junior teacher, and occasionally a student teacher. This staff makes possible close supervision and guidance for each individual.

CLASSROOM EXPERIMENT

By FLORENCE AKANA

Most geographical areas in which people of several ethnic groups live have speech problems. Hawaii is no exception for here many people speak a dialect of English in which a number of sound substitutions are heard. This is of great concern to the schools and those of us who teach. When teaching aids suited to local needs are found they are a boon to the teachers who are ever-searching for audio-visual aids for classroom use in speech improvement work.

Such an aid for grades 7 to 12, which has become available very recently and is designed to eliminate the most common sound substitutions, was used on an experimental basis at Washington Intermediate school in the spring, 1953.

The pamphlet, "A Recorded Aid to Speech Improvement for Hawaii," is accompanied by a 12-inch long-playing record. The aid is produced by the University of Hawaii speech department. It is available from the University of Hawaii book store, priced 25¢ and \$1.50 respectively.

How Aids Were Used

We began use of the aid by giving articulation tests to two classes. One class called the "experimental group" was given special training with the speech improvement record and text. The other class called the "control group" received no special speech training during the training period which lasted approximately six weeks.

At the conclusion of the training period, the same articulation tests were administered again. Comparisons were made between the pre-training and post-training articulation test scores for each student. The "experimental group" made a 62 per cent error reduction on the speech sounds used in practice, when the pre-training tests were compared with the post-training tests, while

the "control group" made a 20 per cent error reduction when the comparisons were made.

The instructor of the "experimental group" was very pleased with the progress shown by test results. However, it is not presumed that this brief experiment is clear-cut evidence of the value of these materials. Our school will continue the use of the aid.

Other schools are planning to use "A Recorded Aid to Speech Improvement for Hawaii" during the current school year. Any school interested in more information may write or call Wesley D. Hervey, speech department, University of Hawaii.

Advantages Indicated

It seems that there are definite advantages to be gained in the use of "A Recorded Aid to Speech Improvement for Hawaii." The speech lessons can be administered very easily and do not require special training on the part of the teacher. A demonstration with a few instructions will give a teacher a good start in its use. The record eliminates inconsistencies in voicing sounds and helps the teacher avoid repetition.

The reactions of those students participating in the experiment were good. Work atmosphere was pleasant and students were eager to study results of the test at the end of each lesson. This certainly indicates that students are interested in what they do. Like any other learning aid, this speech improvement aid can be misused and only conscientious use and study of the material can prevent unfortunate consequences.

It is very important to remember that the purpose of this speech aid is to help eliminate speech substitutions made in the islands and that it sets out to stimulate a desire for better speech sounds.



We Lived As We Learned

By LENORE NIMS O'BRIEN

"What an exciting adventure! I only wish it weren't the last day of our workshop," said a principal from Kansas City as we walked away from our last general meeting. She went on, "I can hardly believe what I've seen happen here."

"You mean having seen people blossom out and exercise leadership qualities you never dreamed most of us had?", I asked.

"Yes, it's wonderful! I know that has resulted because we've actually lived as we've learned. It is what Dean Melby talked about," she replied.

Another workshop member added, "There's been a real force set in motion! Potentialities released. This is real learning!"

As I left the group to drive home I kept thinking about the very successful workshop in school administration just ended. I was fully aware that it was one of the most interesting and rewarding summers of my many years of teaching. I felt a deep

sense of accomplishment and inner contentment. I felt real growth—socially, emotionally and academically. Almost every member of the workshop made similar remarks. What were the factors that made the experience so dynamic and satisfying?

Atmosphere of Faith and Respect

Certainly the 86 members of the workshop, mostly principals and prospective principals, lived and worked in a friendly and relaxed atmosphere. We found our leader Ernest O. Melby, dean of the school of education, New York university, and his two assistants, Daniel Noda, and Ralph Gustafson, assistant professors of education, University of Hawaii, genuinely interested in us as people. The human quality of love of fellow man and the professional wisdom brought by Dean Melby were highlights of the workshop.

He frequently stated, "Education has equipped the intellect but failed to put love in the hearts of men."

is a penetrating analysis of *why* the summer workshop in school administration was a dynamic, satisfying experience

His deep love for people was apparent in everything he did and said. His belief that every individual is unique, precious, and sacred set a climate of trust. Working in an atmosphere of faith and respect, we caught the spirit inherent in the social climate, and helped to provide it.

Opportunities for social interaction played a vital role in developing friendly attitudes and the understanding spirit that prevailed. Each day began with group singing. The

morning recess was a time for refreshments, served by a rotating committee, and an opportunity to visit and get acquainted. Late afternoon excursions to the Academy of Arts, the Bishop museum, Farrington and McKinley High schools and to other places of interest were conducted. A special committee kept the auditorium where general assemblies were held attractive and colorful with flowers and plants. After workshop hours, four successful parties were given—a picnic, hekka party, Chinese dinner, and luncheon at the Halekulani hotel.

Each of us soon began to think not only of ourselves and our own desires, but of how we could share experiences and learn together in situations that called for group living. The workshop was structured so that each member could participate to the extent he wished.

Dean Melby lectured every morning on the various aspects of leadership. He emphasized human relations for administrators, community and school relations, and the responsibility of the school in educating for international understanding. A question and answer period on the lectures followed the 10 a.m. recess. Discussion session ended at noon. We found it easy to participate. Our contributions were respected and encouraged by leaders and fellow students. Interest was so great that frequently groups met during the noon hour to continue discussion.

A reading list supplemented the morning lectures. It was designed to provide a background of modern

trends in educational leadership, and to acquaint us with problems on the national and international scene. Such timely books as "Supervision for Better Schools" by Kimball Wiles, "Who Speaks for Man?" by Norman Cousins, and "Education and World Tragedy" by Howard Jones, were a few of those suggested.

Interest Groups Organized

The afternoon sessions were devoted to meetings of special interest groups. Six major interest groups were formed, namely, principal leadership, teacher growth, school and community relations, guidance, elementary school leadership, and techniques of principal leadership. When a group prepared something special, it was presented to the entire workshop. Experiences were shared through reports, panels, discussions, role playing and dramatizations. Written reports and extensive bibliographies were handed in and these formed the basis for the workshop brochure.

Over 20 resource people from the University of Hawaii, department of public instruction, and the community were called upon as consultants. One afternoon, the school and community group sponsored a panel on public relations and the schools. The speakers were Riley Allen, editor, the Honolulu Star-Bulletin; Webley Edwards, representative from the Fourth district, and Urban Allen, member of the editorial staff, Honolulu Star-Bulletin. They discussed ways of relating learning to living.

Dean Melby spent four weeks with the workshop on the University of Hawaii campus, and the following two weeks with the administrative staff of the central and district offices of the department of public instruction in Queen Liliuokalani building. After Dean Melby's departure each organized group assumed responsibility for presenting a problem dealing with school administration. The subjects presented were discipline, handling controversial issues in the classroom, ways of establishing leadership, teacher growth through teacher organiza-

tions, the organization, relations and functions of the department of public instruction, teacher placement, establishing a citizens committee, and responsibilities of a new principal. Our interest was captured through well planned, original and scholarly presentations. There was delight and satisfaction among us as the group itself developed leadership qualities. Here was proof that individuals possess creative resources and that they can be developed in a climate of trust and acceptance.

Climax of Workshop

The climax of the workshop came on the fifth Friday when the central and district administrative staff of the department of public instruction and Mrs. E. E. Black, school commissioner, met with the workshop. Robert W. Clopton, acting dean of teachers college and Paul S. Bachman, dean of faculties represented the University of Hawaii. We discussed the specific problems of teacher placement, ways of initiating an adequate training program for principals, effective communication, establishing creative leadership and ways the University of Hawaii might further extend services to the outside islands.

Following the meeting a joint hold-over committee was organized with representatives from the University of Hawaii, the administrative staff of the department of public instruction, and principals and teachers who attended the Melby workshop. The committee's chief function is that of finding ways to develop understanding and effective working relationships between line and staff employees. This purpose is being partially realized through such means as a quarterly newsletter to workshop members, compilation of the workshop brochure, and distribution of the tape recorded Melby lectures. Workshop members are taking an active part in planning the Hilo Teachers institute, and organizing a University of Hawaii extension class on Maui for the course, Human Relations and Communications, taught by Dr. Elwood Murray, visiting professor of speech from the University



Special interest groups met in the afternoon.

NOW! Life Insurance and Your Money Back

A BRAND NEW SUN LIFE PLAN WHICH:

- 1 Provides insurance protection to age 65
- 2 Returns all basic annual premiums paid if assured lives to 65.
- 3 Is available for male and female lives ages 15 to 50.

At 65, the funds can be (a) taken in cash; (b) used to purchase a paid-up policy for the original sum assured and the balance taken in cash or as guaranteed income; (c) used to provide an annuity; (d) left on deposit at a guaranteed rate of interest.



Write or phone about this remarkable new Sun Life plan.

SUN LIFE OF CANADA

McCandless Bldg., Honolulu Phone 6-4538

FOR
DEPENDABLE SERVICE
CALL

**City Transfer
Company, Ltd.**

**hauling
packing
shipping
storage**

Agents All Over the World

610 Fort Street
(Across from Irwin Park)

Telephone 6-3581 — 5-6479

of Denver. This is evidence that action is being taken to implement workshop ideas and plans.

A New Concept

Dean Melby's lectures, reading, reporting, and sharing of experiences—all were influential in building a new concept of educational leadership and supervision. Consistent with that concept, the good administrator is genuinely interested in the child, the parent, the teacher, and accepts each for his innate worth as a human being. It is his responsibility to both encourage and use ideas from those with whom he works. He knows that the atmosphere in which children live reflects the joys, the strains, the beliefs, the faiths of the adults in their lives, and therefore, he creates an environment in which teachers work and live happily.

He is sincerely happy, outgoing and optimistic. He knows that communication is more than words—it is also the smile, the twinkle in one's eye. He is fully aware that leadership means dealing with problems with understanding and skill; humility and kindness. The wise administrator knows that teachers and children learn by making decisions. He is a learner, too. He gains happiness and satisfaction because he has helped others to succeed.

Today's good administrator knows and uses group processes. He leads the way for teachers to teach democratic processes along with useful skills and knowledge. He views the curriculum as being flexible, so that

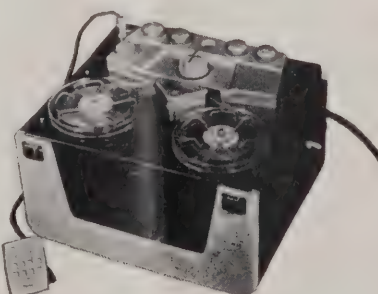
it may meet the changing needs of children and the community. Finally, he is aware of the importance of sound organization, fully realizing that through good human relations and democratic group processes the mechanics of administration are met adequately.

While the workshop members were being exposed to these concepts of administration the workshop itself was characterized by them. We

1953 is the 25th anniversary of the founding of the Future Farmers of America.

learned through experience that when people have positive relationships, show respect for personalities, share in planning and assuming responsibilities for accomplishing goals an environment is created that encourages and produces growth. We acquired a new kind of confidence—more sure yet more humble. We saw those about us in a new light with more respect and understanding. We met many new people—a few from each island, many from Oahu and a dozen malihinis from the mainland. We learned from each other and exchanged ideas, whereby our ideas and thoughts acquired deeper and broader meanings. We will be better administrators and teachers because we gained a vision of what might be and a real desire to attain it.

Copies of the brochure may be secured by writing to Dr. Daniel S. Noda, assistant professor of education, University of Hawaii, Honolulu.



WEBSTER ELECTRIC
Ekotape
TRADE MARK

Two-speed Tape Recorder

... has Everything!

- so simple that even the elementary student can make recordings with only a few minutes' practice.
- provides in one unit tape speeds of either 3 3/4" or 7 1/2" per second.
- a single control knob selects the speed desired.
- a completely contained unit weighing only 28 pounds.

Call or Write

JOHN J. HARDING CO., LTD.
1471 KAPIOLANI BLVD.
Phones 99-1481, 99-1593 Honolulu, Hawaii



Views & News

The Air Age and Education

Dr. Finis E. Engleman, Connecticut state commissioner of education, says:

"The air age has brought quick and shocking change to the human race, forcing masses of men, not to evolve, but to explode from self-sufficiency to interdependence, from isolation to world neighborliness, from one culture to a galaxy of cultures . . . the coming of flight has released man, and opened for him new creative doors, it has given depth and vista to his vision as it has widened his mental and imaginative horizons. It is not enough to suggest that the air age has affected education. Indeed, it has rocked education to its very foundations."



Self-understanding Key to Solution of Problems

"There need be no such thing as a frustrated school teacher," says Dr. William C. Menninger, noted psychiatrist from Topeka, Kansas, in his article "Self-Understanding For Teachers," NEA Journal, September 1953.

Dr. Menninger believes that self-understanding is the key to solving many of the problems which continually face the school teacher.

He points out that the behavior of teachers not only determines their success or failure, happiness or unhappiness, but, more importantly, gravely affects their students' development.

In the classroom, says Dr. Menninger, the relationship of the pupil to the teacher has an important bearing on what is learned.

If the pupil does not like the teacher, he'll often reject her and become antagonistic toward what she teaches. Studies have proved that well-liked teachers make for well-liked subjects; that subjects taught by well-liked high school teachers are voluntarily continued by students, while subjects taught by disliked teachers are continued only if they are required.

To be mentally healthy, and to help children attain good mental health, Dr. Menninger advises teachers to get full and real satisfaction from life. Satisfactions come from filling personal needs in a constructive way, he said.



Hilo Branch University of Hawaii

Enrollment at the Hilo branch of the University of Hawaii has reached the highest since the branch was established—113 regular and 22 part-time students.

In 1953 the Territorial legislature passed an act providing for \$385,000 to build a permanent building for the Hilo university, plans for which are now being drawn up. To provide for the increase in enrollment until the new building is completed, the University has leased the entire first and second floors of the Hilo Boarding school.

The Hilo branch was organized in 1947. It was operated by the University of Hawaii extension division until 1951 when it was made a branch of the regular University of Hawaii under the vice-president. It has shown a steady increase in enrollment, staff, library and courses.

Applicants for admission to the

Hilo branch take the same entrance examinations and courses carry the same credit as those taken at the University in Honolulu.

The Hilo branch offers two years of work in the college of arts and sciences, the college of business administration, and one year in teachers college. Students are expected to transfer to the Manoa campus thereafter for more advanced work.



Teacher Wins Prize

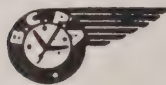
Mrs. Charliene Spencer Waggoner, teacher of grade 6 in Aina Haina school, is listed among the prize winners in the 1953 travel contest of "The Instructor," according to word received from the travel editor. Announcement of 103 awards totaling \$1,000 is made in the September issue of this widely circulated teachers' magazine published in Dansville, N. Y.

Writing on the general theme of the contest, "Where I Want to Go on My Next Trip, and Why," Mrs. Waggoner chose Montana as her travel objective.



Request for HER

Mrs. Marjorie E. Shadduck, music consultant with the DPI, 1952-1953, now of 616 Oakton street, Evanston, Illinois, writes that she wants to be on the mailing list for the "Hawaii Educational Review." Mrs. Shadduck says, "I shall be wanting to know what goes on and that is one avenue I know I shall enjoy. It was wonderful being with you all, and if I don't stop grieving at having to leave it will be serious."



ANYWHERE ... by air

Wherever you're going . . . anywhere in the world, on *any* airline, let Davies' air travel experts smooth out your pre-travel worries. At no extra charge, let us:

- Help plan your trip
- Make your reservations
- Get your tickets

Authorized agents for airlines all over the world, and for hotels and connecting transportation, Davies can make your air travel *anywhere* your own magic carpet.

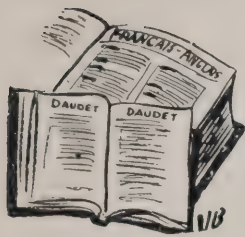
Air Division, Travel Department

THEO. H. DAVIES & CO.

Bishop & Merchant Sts., Phone 56991

A phone call brings our
representative

WESTERN AIR LINES



Book Reviews

By LOUISE MARTIN

Publicity Director, Library of Hawaii

An outstandingly beautiful book of photographs published in France and a number of excellent novels, including one whose setting is familiar to most of us living in Hawaii, comprise the new books offered for your reading entertainment by the Library of Hawaii.

The High and the Mighty by Ernest Gann is the story of twenty people on a Honolulu-San Francisco plane and how they face the strong possibility that the plane will crash.

The best part of the book is the superb writing about flying which the author knows intimately. If you have ever been curious about the world of the commercial plane pilot, this book will take you into the middle of it with authenticity. Mr. Gann himself a pilot with some two million flying miles to his credit has an exact technical knowledge of flying and airline operations and a sure skill with narrative.

Page by page, hour by hour, Mr. Gann strips his characters down to their naked emotions, loving them, pitying them, even hating them part of the time. His examination of character under stress, coupled with the superbly sustained suspense of the plane's fight for survival, makes a dramatic novel which is likely to catch and hold the attention of almost any reader.

Struggles of Albert Woods by Harry Hoff is an unpretentious novel which slyly pricks all forms of pretentiousness.

Few satirical novels have been written with such compassion and affection about the ordinary man—the man whose life, like Albert's is one long teetering walk on the knife

edge which divides opportunity and disaster. The novel is an admirable piece of narrative writing, done in the first person singular by a narrator who occasionally breaks away from Albert to give us little minor desolations.

Apart from its other charms and humors, this is a novel for countless readers who have always assumed on the basis of quick classroom exposure that chemistry is a drab subject and scientists had dull lives. It's the kind of story that will draw from any sensitive reader the wry smile of realization that he and Albert are brothers under the skin, both members of the human race, yet it will leave the reader aware that the human being, for all his follies, is the best we have, and not so bad at that.

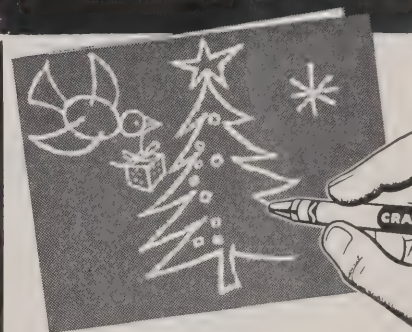
Decisive Moment by Henri Cartier-Bresson is one of the best photographic books in years. It is the result of a life spent inseparably with the camera, a life dedicated to the sole purpose of capturing on a piece of film the moment which, a fraction of a second later, will disappear forever.

It is a tribute to his unfailing artistry and amazing skill for, no matter how fleeting or violent the image, he usually manages to contain it in a picture that is simplicity itself.

The photographs are superlatively reproduced by Draeger Frires, France's best printers. The thirteen pages of text, written by Cartier-Bresson himself belong to the most intelligent and lucid writing about photography. This book, manufactured in France, is a stunning production.

CRAYOLA®

CLASSROOM ACTIVITY



"CUSTOM MADE" Christmas Cards

What could be nicer than Christmas cards designed or made entirely by the children of the family—signed by them as the artist? Folders could be cut to fit standard envelopes then decorated and lettered with CRAYOLA. This crayon is ideal because its clear, true colors do not smudge, fade or come off.



For **FREE** Crayola-Craft booklet suggesting easy things to make, write Dept. ST.

BINNEY & SMITH CO.

41 E. 42nd St., New York 17, N. Y.
San Francisco: 5 Third Street
West Coast Factory: Los Angeles

Hawaiian Representative:

MAX BASKER & SONS

15 South Hotel St.

Honolulu, T. H.

Celebrating 50 Years of CRAYOLA® Leadership

Save for a Purpose

Open a Checking Account
Open a Savings Account
THREE CONVENIENT OFFICES
TO SERVE YOU NOW

Hawaii's First Insured Bank

AMERICAN SECURITY BANK

Member Federal Deposit Insurance Corp.

Head Office Makiki Branch
King and Nuuanu Beretania at Piikoi
Phone 5-3955 Phone 5-9501
Liliha Branch
411 N. School St. Near Liliha
Phone 5-9927

Where every depositor is insured up to \$10,000

KLEAN-WRITE MIMEOGRAPH STENCILS

Blue or Green
FILM STENCILS

BOSTITCH

• Stapling Machines • Staples

Let us rebuild your old typewriter

Lum's

OFFICE EQUIPMENT SERVICE

1639 Kapiolani Blvd. Phone 91-5235

Honolulu 14, T. H.

For Fine PHOTOGRAPHIC EQUIPMENT



• Leica • Stereo-Realist 3-D
• Rolleiflex • Graflex • Exakta
• Contax • Argus • Canon
• Revere • Bell & Howell

See or call

HAWAII CAMERA SALES CO.

Largest Photo Supply Headquarters
in Downtown Honolulu

1109 ALAKEA ST. PHONE 5-9860

Fast Photofinish Service

FLAV-R-PAC

FROZEN FOODS

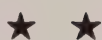
HO-MIN

"the better"

ICE CREAM

Service Cold Storage Co., Ltd.

Phone 5-4596



Education Associations



JAMES R. McDONOUGH

Executive Secretary
Hawaii Education Association

The Unique Services of the NEA

By ARTHUR F. COREY
Executive Secretary
California Teachers Association

My NEA membership dues make me a part of a great organization that is building a finer teaching profession—MY profession. The dividends on my investment include:

Nine issues of the NEA Journal—the most widely read educational journal in the world, each issue filled with news and articles to help teachers.

Authentic, up-to-date information on request about almost any phase of education.

Better working conditions because of the profession's united efforts on behalf of a broad curriculum, improved teaching methods, adequate classroom space and facilities, better instructional materials and reasonable teaching load.

A higher salary than I would otherwise receive as a result of continuous research and promotional effort by the organized profession.

Effective help to upgrade my retirement pay and to safeguard our retirement system.

A campaign to escape discrimination in the application of our income tax laws.

Protection against unjust treatment by employers—including an impartial inquiry and legal counsel when local and state education associations request.

Better public support of the school program as a result of an extensive year-around program of school public relations.

Resource materials and field service for local and state education associations.

Materials and other forms of direct help in meeting unjustified attacks on the schools and upon my profession.

An opportunity for educational travel, both in the United States and abroad, at moderate cost.

Incentives and opportunities for professional study and leadership training in conferences and sponsored courses.

Opportunity to share through a great annual NEA convention and in other ways in the formulation of national policies in education—federal legislation and federal relations affecting me and my school.

The chance to work for world goodwill and lasting peace through the Overseas Teacher Fund and the World Confederation of Organizations for the teaching profession.

A sense of self-respect. Knowing the services of my professional associations cost money, I pay my share. I do not want or expect a free ride.

When You Think of INSURANCE

Think of

ALEXANDER & BALDWIN, LTD.
INSURANCE DEPT.

P. O. Box 3440 Ph. 6-3941

(Representing THE TRAVELERS, Hartford)

**HAWAII EDUCATION ASSOCIATION
STATEMENT OF RECEIPTS AND EXPENDITURES**

September 1, 1952 to August 31, 1953

Submitted by FRED H. AKAHOSHI, accountant

(Upon request to the HEA office a copy of the auditor's report
will be mailed to any HEA member.)

	Balance 9/1/52	Receipts & Inter- Fund Transfers 1952-1953	Disbursements 1952-1953	Balance 8/31/53
TOTAL—ALL FUNDS	\$36,437.28	\$218,392.45	\$213,758.44	\$41,071.29
GENERAL FUND	\$ 119.84	\$ 43,598.75	\$ 41,806.78	\$ 1,911.81
General Budget Fund:	\$ 119.84	\$ 12,329.91	\$ 10,537.94	\$ 1,911.81
Treasurer's Bond .....	.00	.00	.00	.00
NEA Affiliation .....	.00	10.00	10.00	.00
NEA Delegation Expense.....	.00	404.50	404.50	.00
HEA Convention Expense.....	.00	100.00	100.00	.00
Local Ass'n. Convention Expense...	.00	433.51	433.51	.00
Postage, Stationery .....	.00	802.72	802.72	.00
Miscellaneous & Incidentals.....	.00	50.00	50.00	.00
Research Committee	119.84	591.13	269.30	441.67
Seven Committees .....	.00	1,279.00	1,279.00	.00
Publicity .....	.00	1,950.00	1,950.00	.00
Reserve for Emergencies.....	.00	2,250.00	2,250.00	.00
Auditor .....	.00	50.00	50.00	.00
HEA Treasurer's Salary.....	.00	300.00	300.00	.00
Legislative Publicity Fund.....	.00	3,735.32	2,265.18	1,470.14
Korean Relief Fund.....	.00	373.73	373.73	.00
Association Office Budget Fund: \$	.00	\$ 31,268.84	\$ 31,268.84	\$.00
HEA Executive Sec'y's Salary.....	.00	13,356.00	13,356.00	.00
Travel Allowance .....	.00	1,500.00	1,500.00	.00
Auto Allowance .....	.00	500.00	500.00	.00
Secretarial Help .....	.00	8,385.84	8,385.84	.00
Office Equipment & Supplies.....	.00	1,225.00	1,225.00	.00
Telephone .....	.00	500.00	500.00	.00
Miscellaneous .....	.00	800.00	800.00	.00
Taxes .....	.00	550.00	550.00	.00
Office Rental & Janitor.....	.00	852.00	852.00	.00
Public Relations .....	.00	300.00	300.00	.00
Auto Stall Rental.....	.00	300.00	300.00	.00
Salaries, P. T. Secretary.....	.00	3,000.00	3,000.00	.00
OTHER FUNDS	\$16,529.55	\$173,043.70	\$171,951.66	\$17,621.59
Publicity Fund	1,441.88	.00	1,441.88	.00
Convention Contributions	195.01	1,354.94	945.30	604.65
Reserve (Surplus) Fund.....	14,613.61	47,579.02	45,124.84	17,067.79
Group Insurance	279.05	124,109.74	124,439.64	-50.85
PERMANENT FUND	\$19,787.89	\$ 1,750.00	\$.00	\$21,537.89
Maui Teachers Fed. Cr. Union.....	500.00	.00	.00	500.00
Oahu Teachers Fed. Cr. Union #1	1,201.14	610.00	.00	1,811.14
Oahu Teachers Fed. Cr. Union #2	2,794.08	1,140.00	.00	3,934.08
Oahu Teachers Fed. Cr. Union #3	4,292.67	.00	.00	4,292.67
U. S. War Savings Bond— Series "G"	1,000.00	.00	.00	1,000.00
100 Shares—State Savings & Loan Ass'n.	10,000.00	.00	.00	10,000.00

Borthwick Funeral Parlors



DISTINGUISHED SERVICE THROUGH THE YEARS

1562 Nuuanu Ave. Phone Day and Night 5-9158; 5-2871 Day Honolulu 17, T.H.

Available to Schools

***Hawaii's*
SUGAR STORY
on Film**



3 FILM STRIPS

**Growing Sugar Cane
in Hawaii**
(Full-color)

**Milling Sugar Cane
in Hawaii**

and
**Refining Hawaiian
Cane Sugar**
(Black and white)

2 MOTION PICTURES

The Hawaiian Story
and

Hawaii-Paradise Plus

Illustrated Sugar Kit

(For Kindergarten)



other booklets and pamphlets
— write —

**HAWAIIAN SUGAR
PLANTERS' ASSOCIATION**

P. O. Box 2450, Honolulu

Questions Teachers Ask About Tuberculosis

The Oahu Tuberculosis and Health Association carries on a health education program, working with schools and providing speakers, films, literature, and visual aids. Over the years, thousands of questions have been asked of its representatives by teachers and pupils. Here are some of the most commonly asked questions, and the answers as supplied by the Tuberculosis Association.

Q.—Why don't they X-ray children under 15 years of age?

A.—Because the number of cases in children under 15 is so low that the time and expense is not justified. However, children from homes where there is tuberculosis or children whose family friends come down with the disease should have a tuberculin test, followed by a chest X-ray if necessary.

Q.—Two of my students have positive tuberculin tests. Does that mean that they have tuberculosis?

A.—No. It simply means that at one time tuberculosis germs entered their bodies. An X-ray should be taken to make sure that germs are not present now and that no damage has been done to the lungs. Family contacts should be X-rayed to see whether the source of infection can be located.

Q.—I have a child in my class whose parents have TB. Why is he allowed in school?

A.—Tuberculosis is not inherited, and the child does not necessarily have the disease. However, his parents should be under proper treatment. He should be examined periodically to make sure that exposure has not resulted in his catching the disease.

Q.—One of my students always seems to have a bad cough. Will it develop into TB?

A.—A cough may be a symptom of many other difficulties other than tuberculosis. A person with a persistent cough should be examined by a physician to determine the cause.

Q.—I have a student who is badly underweight and seems to be tired and listless all the time. What shall I do?

A.—Call it to the attention of the school nurse, who will probably try to get the parents to have a medical check-up for him. While underweight, tiredness and listlessness may be symptoms of tuberculosis, it is more likely that they are signs of something else in a child between the ages of 5 and 15.


Q.—Our students have to lie on the floor during rest period. There is a lot of dust blowing in from the playground. Can they catch TB in this way?

Take your students 'round the world —without leaving your classroom!

You can do it via Pan American's
exciting 16 mm sound films
in brilliant natural color.
Free of commercial advertising
—and available free of charge

Top photographers and technicians have produced these films...captured the sights, sounds and glowing colors of faraway places...to bring your studies of the world alive. The following subjects may be obtained *free of charge* by writing or calling your local Pan American office:

Just specify which films you want—and when—
by calling or writing

- 
- **France** (1 reel, 31 minutes)
 - **England and Belgium** (1 reel, 31 minutes)
 - **Italy** (1 reel, 33 minutes)
 - **Vikingland** (1 reel, 30 minutes)
 - **'Round South America** (2 reels, 57 minutes)
 - **Mexico and Guatemala** (1 reel, 32 minutes)
 - **Cuba and the Caribbean** (1 reel, 30 minutes)
 - **Haiti** (1 reel, 30 minutes)
 - **Alaska** (1 reel, 23 minutes)
 - **New York** (1 reel, 29 minutes)
 - **Fabulous Fishin' in South America**
(1 reel, 22 minutes)
 - **New Horizons**—a history of Pan American's world-wide operations (1 reel, 37 minutes)

PAN AMERICAN WORLD AIRWAYS

Dillingham Transportation Bldg.
Phone 86421 • Honolulu

A.—Not from the dust alone, unless there are TB germs carried by it. That's why it's important to avoid spitting, as germs may survive in dust and be spread in this manner.

Q.—One of my high school students returned to school after a year in a TB hospital. Isn't he likely to spread TB germs in the school?

A.—Unless he left the hospital against medical advice, you may be sure that the doctors know that his is an arrested case which is no longer infectious.

Q.—I have learned from our librarian that many of our books are repaired at Lanakila Crafts by former tuberculosis patients. Shouldn't these books be sterilized before they are used by our children?

A.—This is not considered necessary because no one is allowed to work at Lanakila Crafts unless his disease is in the arrested stage and there is no longer any chance of its spreading. Workers at Lanakila Crafts are under regular medical supervision.

the time to think about your future is NOW!

Only 5 out of 100 men and women ever accumulate enough money to live comfortably when they reach retirement age. Why? Because they fail to select a plan of systematic savings and stick to it! No plan is so ideal for this purpose as that which combines . . .

Insurance and Annuity

Union Mutual's Insurance Annuity RETIREMENT INCOME PLAN combines the advantages of insurance protection and retirement annuity. It's the soundest, safest, surest method to build a guaranteed retirement income, and, while you are doing it, to provide your family with insurance protection if you die.

A Complete Illustration

of this unusual insurance annuity plan, with a guaranteed income for life, will be made out for you by any Union Mutual representative. Don't delay—the time to think about your future is NOW!

to enjoy old age...
ACT NOW!

UNION MUTUAL FOUNDED 1848
Life Insurance Company . . . Portland, MAINE



239 MERCHANT STREET

PHONE 6-3696

HONOLULU, HAWAII

ECONOMICS—dead or alive?

In school, some students may think of Economics as a "dead" subject. But in business, it's still a live necessity. Take pineapple, for example.

The canned food market is highly competitive. Men and women in each pineapple company must continually watch costs, plan new methods, make efficient use of manpower, measure consumer markets, outsell competition and plan crops and production for two, three and four years in advance.

It's upon live economics like these, that the jobs of tens of thousands of people in Hawaii depend.

The DPI Economic Panels are evidence of the practical interest Hawaii's teachers have in the economic life of their community.

★ ★ Did your school serve healthful, refreshing pineapple juice or fruit today?



THE PINEAPPLE GROWERS ASSOCIATION

Baldwin Packers
California Packing Corporation
Hawaiian Canneries Company

Hawaiian Fruit Packers
Hawaiian Pineapple Company
Kauai Pineapple Company

Libby, McNeill & Libby
Maui Pineapple Company
Pacific Pineapple Company

What Makes Energy,
Teacher?



"Fresh whole milk contains more food value
for the money than any other food!"

Children expect Teacher to have the answer, whether the question is about history or health! This is well, in Hawaii where milk consumption averages less than $\frac{1}{4}$ the amount recommended by doctors. Yours the opportunity, Teacher, to help give Hawaii the better informed people who will become a healthier people.

The basic truth about milk is simple: it is nature's most nearly perfect food, our first food and a necessary food throughout a healthy life.

Since milk is a universal essential for health, it is fortunate that Dairymen's Association is able, by utilizing every aid known to modern dairying, to keep the price low. Other foods have advanced on the average 144% in price since 1939, milk only 63%. Cottage Cheese is actually the least expensive food source of animal protein available today.

Proteins to build the body, vitamins to protect it, carbohydrates and fats to provide energy, minerals for strong bones and teeth—all these are in whole fresh milk and dairy foods.

Answer their health questions. Help them build good health habits. Teach them the value of milk!



Dairymen's

Rich Milk and Dairy Products

Dairymen's Association, Ltd.

Honolulu, Kailua, Wahiawa

MON., TUES., WED.—NOV. 30, DEC. 1, 2

Kiwanis Travel Shows ROOSEVELT HIGH SCHOOL

Free Bus Service from King & Piikoi Sts.
Starts 7:15—3 trips

John Jay—"ALPINE SAFARI"

- Thrilling, Dangerous Adventures with the World's Greatest Ski Daredevils
- Loaded with action and laughs
- An unusual interlude—water skiing and fun in Bermuda
- Smashing climax

Tickets on sale at
Honolulu Finance & Thrift Co., Ltd.
821 Alakea Street or
Phone 6-3861 (days) — 74-5578 (eves.)

ALL KINDS OF

Crackers

- GRAHAM • SALOON PILOT
- CREAM PILOT • SODA
- ROYAL CREAM • SALTY

Delivery Service to Cafeterias

DIAMOND BAKERY CO., LTD.

1765 S. KING ST.

Phones 99-1407 — 99-8530

Printers & Stationers

- ADDRESSOGRAPH
- AUDIOGRAPH
- BURROUGHS ADDING MACHINES
- ENGINEERING EQUIPMENT
- GEN. FIREPROOFING FURNITURE
- HADLEY FORMS
- McBEE
- MIMEOGRAPH
- MULTIGRAPH
- MULTILITH
- OFFICE SUPPLIES
- PAPER PRODUCTS
- PRINTING
- STROMBERG TIME RECORDERS

FISHER CORPORATION, LTD.

177 S. King St.

Phone 6-2341

Thanksgiving Day

October 3, 1863 President Lincoln issued the first National Thanksgiving Proclamation setting apart the last Thursday in November as the day to be observed.

The credit for bringing this about is usually given to Mrs. Sarah J. Hale. Mrs. Hale, editor of the Ladies' Magazine in 1827 and later as editor of Godey's Lady's Book, which had a circulation of 150,000, wrote many editorials and personal letters in support of the plan.

The origin of Thanksgiving goes back to the time when men first began to understand their dependence on a High Power. Governor Bradford of the Plymouth Colony issued orders for the first New England day of thanks for the harvest in the autumn of 1621. The colonists went out into the forests and shot turkeys and took them to the settlement to be cooked for dinner. A number of Indians heard of the celebration and they entered the settlement carrying several deer. The Indians and the settlers feasted together. It was twenty-three years later when the governor of the Dutch colony of New York issued a thanksgiving proclamation. During the Revolutionary war a day of national thanksgiving was annually recommended by congress, but after the peace in 1784 there was no national call for thankfulness until Washington in 1789 ordered a day of thanksgiving for the adoption of the Constitution. This was the first thanksgiving proclamation issued by any President. Madison set a day to give thanks for peace in 1815, and Lincoln in 1862 and 1863 recommended special days of thanks for victories.



See the wonders and charms of the

NEIGHBORING ISLANDS

Oahu — Kauai — Molokai

Hawaii — Maui — Lanai

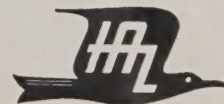
And fly in

Hawaiian Airlines' new

**CONVAIR
340**

at no extra cost

**HALF-FARE
FAMILY PLAN**



**HAWAIIAN
AIRLINES**

YEW CHAR'S 1954 TOURS



Hawaii's Pioneer Tour Conductor

70-DAY SUMMER TOUR #34
Sail June 9 — Return August 18
Plane—June 13, 14

FALL TOUR #35
Sail August 18 — Return October 27
Fly August 22

L.A., San Diego, Tijuana, Las Vegas, Boulder Dam, Salt Lake City, Yellowstone National Park, Chicago, Detroit, Washington, D. C., Luray Caverns, Va., Philadelphia, Atlantic City, New York (10 days), Plymouth Rock, Boston, Montreal, Quebec, Ottawa, Toronto, Niagara Falls, Winnipeg, Banff-Lake Louise, Vancouver, B. C., Victoria, B. C., Seattle, Portland, San Francisco, Honolulu.....\$1595

70-DAY GRAND EUROPEAN TOUR #36

Sail June 9, 1954 — Return Aug. 18
Fly June 13

England, Norway, Sweden, Denmark, Netherlands, Belgium, Germany, Austria, Switzerland, France, Monaco, Italy.....\$2795.00
Extended to Spain and Portugal.....\$295.00

AROUND THE WORLD TOUR 1955 PLAN AND BOOK NOW!

(All meals, hotels, transportation, taxes, sight-seeing, general tips, baggage insurance included.)

Call or write for itineraries now!

CHAR'S TOUR & TRAVEL SERVICE
1108 Fort St.—at Hotel • Tel. 5-5124 - 6-7939

See More - Enjoy More

70-DAY SPRING TOUR #33

Sail March 20 — Return May 29
Fly March 23

SF, LA, Grand Canyon, El Paso, Carlsbad Caverns, San Antonio, New Orleans, Jacksonville, Washington, D. C., Philadelphia, N. Y., Plymouth Rock, Boston, Montreal, Quebec, Ottawa, Toronto, Niagara Falls, Detroit, Chicago, Minneapolis, St. Paul, Banff, Lake Louise, Vancouver, B. C., Victoria, B. C., Seattle, Portland, SF, Honolulu\$1595

Side trips: Mexico City\$179.00
Cuba and Florida.....\$153.00

New and Noteworthy

... is the book, *New Challenges to Our Schools*, the latest compilation of authoritative divergent opinion in the Reference Shelf Series by Sturges F. Cary, associate editor of "World Week," a publication of Scholastic magazines.

The book is divided into five major sections: Our Changing Schools, Nine Problems of Today's Schools, Are the Schools Turning Out Good American Citizens, Frills or Fundamentals, and Public vs. Private School.

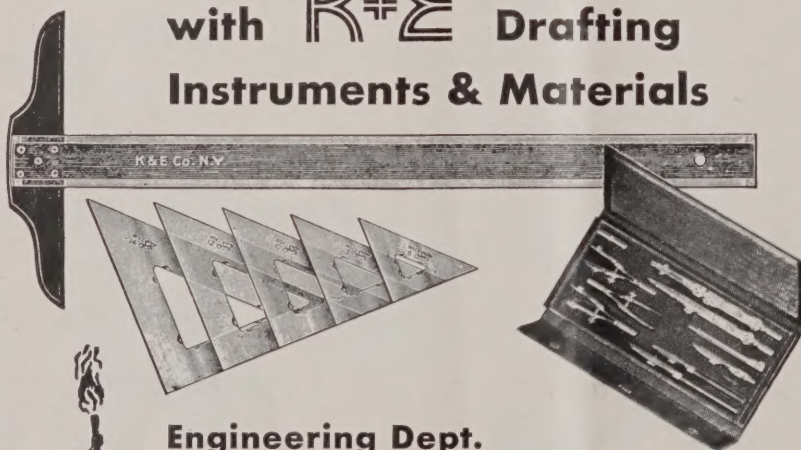
In his preface Mr. Cary writes: "During the past two or three years the schools have faced unusually severe attacks. Who are the critics? What are their complaints? Is there a valid defense? What are the schools actually doing in the controversial areas?"

Educators, parents, many pupils, and others will find thought-provoking material in this 214 page book published by the H. W. Wilson Co., New York 52, priced \$1.75.

You can solve your problem in

MECHANICAL DRAWING

with **K+E** Drafting
Instruments & Materials



Engineering Dept.

HONOLULU PAPER CO., LTD.

Ala Moana & South St. • Phone 5-5971



NEW LOWER PRICES!

American Seating

**FOLDING CHAIRS
OUTLAST
ALL OTHERS!**



Unequaled for strength, comfort, safety, convenience

OVER 10 MILLION NOW IN USE!

Choice of 3 seat styles... Formed Birch Plywood...

All Steel... Imitation-Leather Upholstered

OUTNUMBER ALL OTHERS IN SCHOOL USE!

MAIL COUPON TODAY!

AMERICAN SEATING COMPANY

DEPT. 158, 749 Kailua Rd., Lanikai, Oahu, T. H.

☐ Please send your latest brochure on AMERICAN SEATING FOLDING CHAIRS.

☐ I am interested in _____ (quantity)

☐ Wood seats ☐ Steel seats ☐ Upholstered

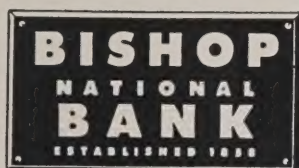
Name _____

Street _____

City and Zone _____ State _____

SAVE TIME!

Teachers may arrange to have their salary vouchers deposited directly to their checking accounts at Bishop National Bank. No standing in line; no unnecessary trips to town. Bishop National offers complete, prompt, friendly banking service at each of its 22 offices, on five islands.



Announcing a Distinguished New Volume of Hawaiiana

The GOLDEN CLOAK

by

ANTOINETTE WITHINGTON
Author of HAWAIIAN TAPESTRY

An informal history of Hawaiian Royalty from Kamehameha the Great to Queen Liliuokalani—including several commoners.

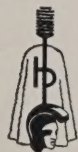
The book contains much material never before published, gathered from old diaries and records.

Profusely illustrated from old Hawaiian prints. 328 pages. Heavy buckram library binding. Index.

\$6.00

THE PERFECT GIFT BOOK OF 1953

*For sale at all book dealers
or publishers*



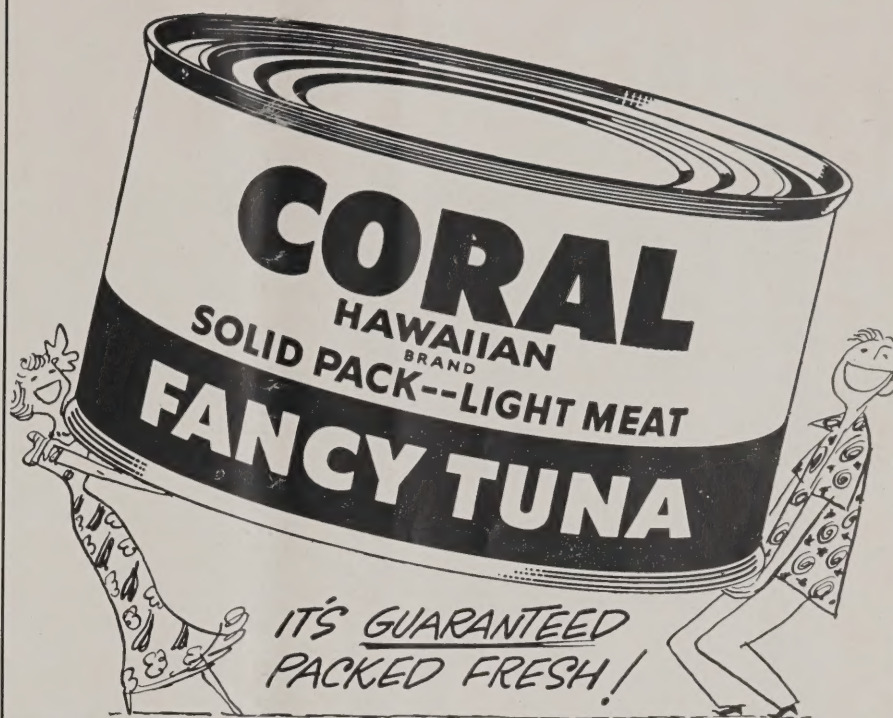
HAWAIIANA PRESS BOOK

Published by

HONOLULU STAR-BULLETIN, LTD.

P. O. Box 3080 — Honolulu, Hawaii

4 out of 5 choose CORAL



14,000 TEACHERS

360,000 PUPILS

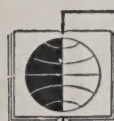
helped make the 1953

STANFORD ACHIEVEMENT TEST

*four new batteries for
grades 1 to 9 offer:*

- objective evaluation
- up-to-date national norms
- new, modern content
- comprehensive subject coverage

specimen sets are available to qualified educators—write



WORLD BOOK COMPANY

121 SECOND ST.
SAN FRANCISCO 5

DONALD B. JONES, Pacific Manager

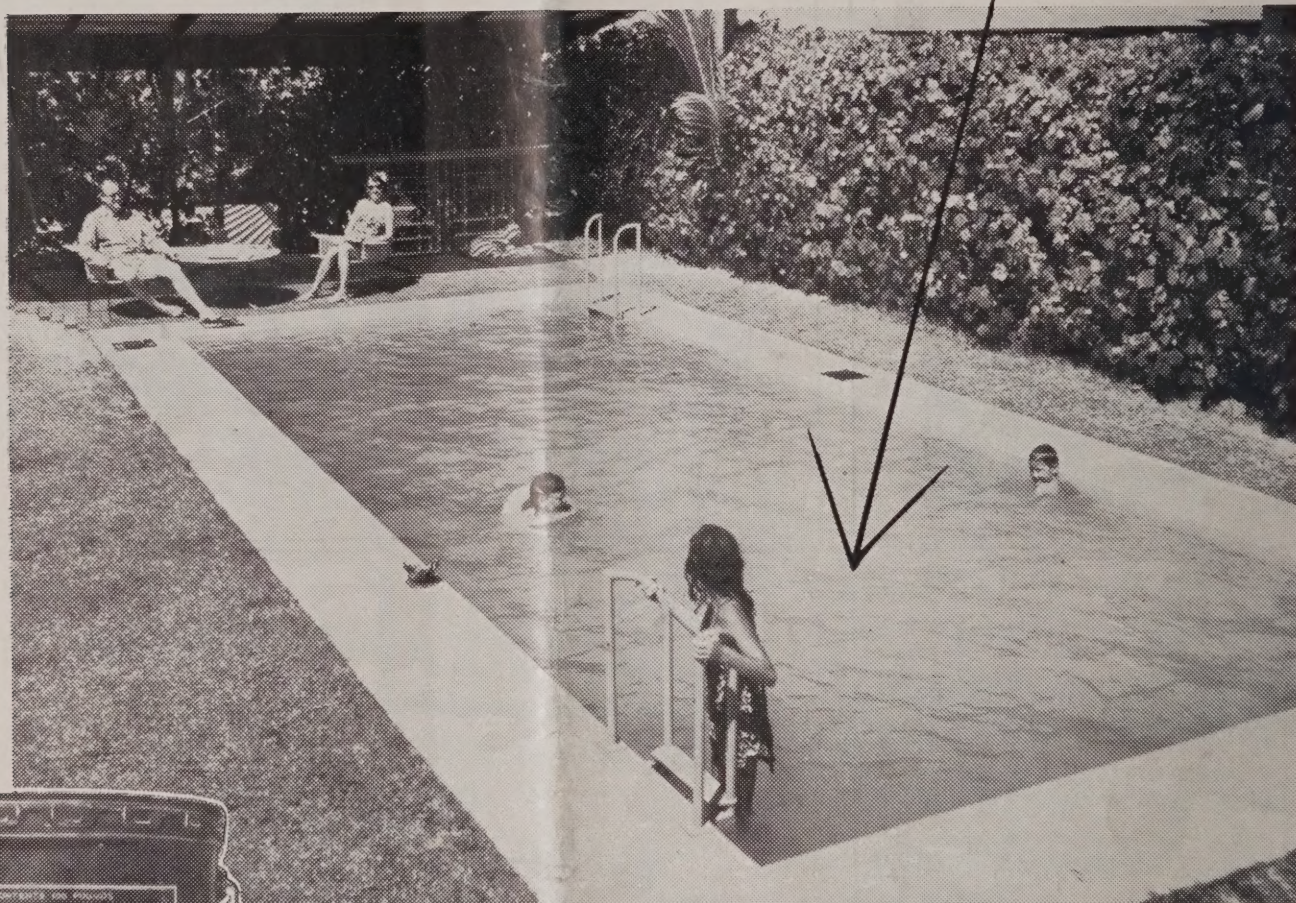
STANFORD . . . the standard in achievement testing for more than 30 years



3 0112 073265651

Hollow-tile Swimming Pool...

...hasn't leaked a drop!



■ This home-made swimming pool in Kailua is made of hollow tile. There were a million tiny pukas in the concrete for water to seep through. So it was plastered with a mixture of cement, water and Embeco, a waterproofing compound of metal particles. Five hours later, the kids were swimming in it.

That was a year ago. It's been full of water (except for changing) ever since . . . and it hasn't leaked a drop! That's why we know Embeco is the perfect waterproofing material for concrete walls, foundations, basements . . . any masonry surface. There's no tougher test—or better proof—than this swimming pool.

P.S. If you'd like to know more about this home-made swimming pool, call Bill Jenkins at Lewers & Cooke. He made this one by himself . . . all with L & C materials. And when you hear how little it cost . . . you'll start digging tomorrow in your own backyard.

EMBECO

MASONRY WATERPROOFING

LEWERS & COOKE, LTD.

404 Piikoi Parkway

• 2½ Acres Free Parking

• Telephone 5-1961

• Honolulu

• Hilo

• Lihue

• Wailuku